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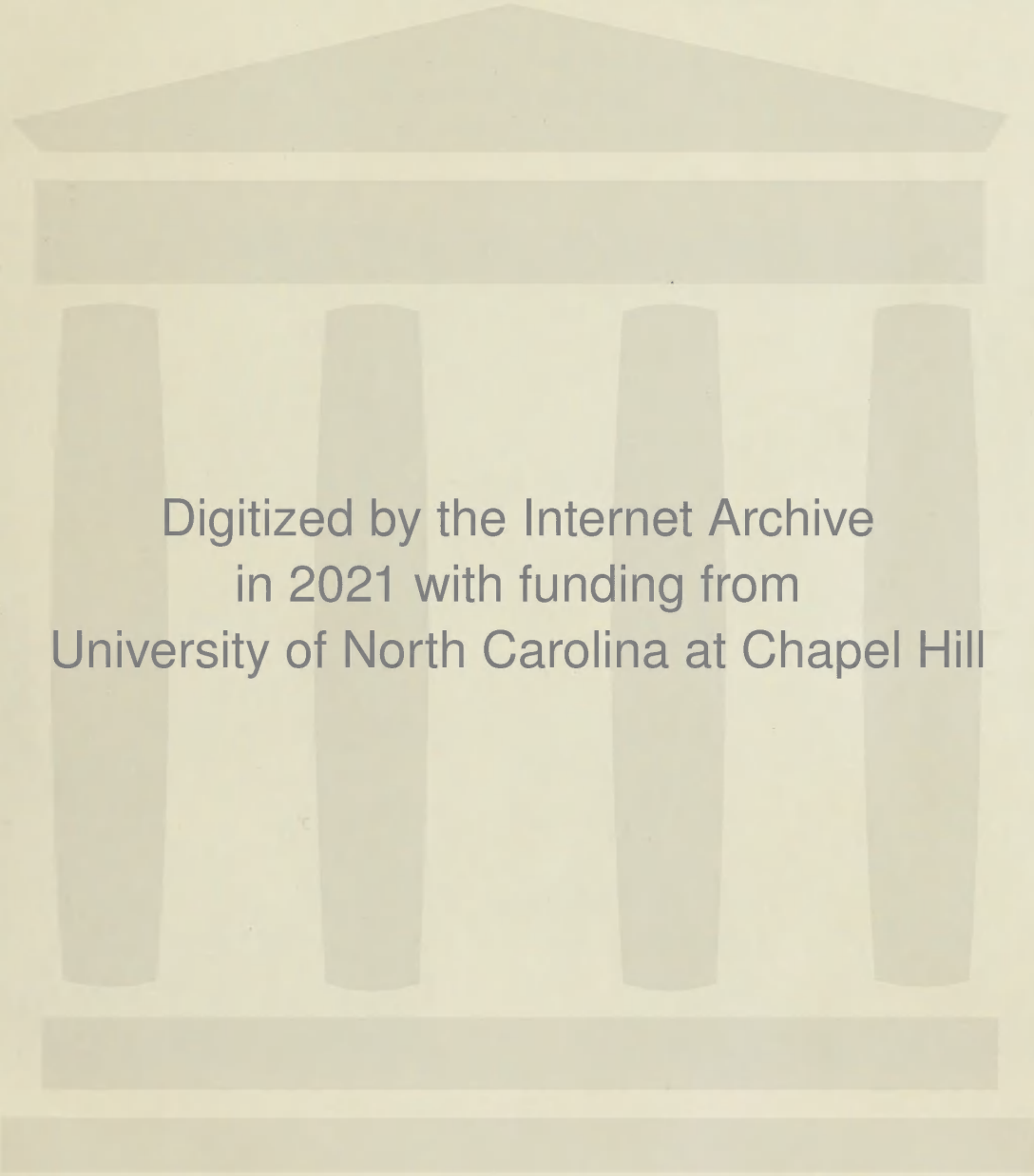
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Volume XVII
Number 1

January
1946

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



A CHILD'S HOME LIBRARY

See article on page one.

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VOLUME XVII

JANUARY, 1946

NUMBER 1

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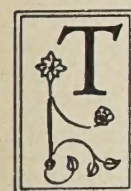
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Teachers Encourage Children's Libraries-- Stimulus for Better Reading

WOODLAND SCHOOL FACULTY
Winston-Salem, N. C.

I. Introduction:



THE Winston-Salem Public School Teachers were concerned about the low scores made by their pupils when standardized achievement tests were given to them. A diagnostic study was made of one of the groups to get a picture of the existing conditions and the contributing causes. It was found that although some of the children had average I.Q.'s, they fell far below par on their achievement test scores. The main reasons for the failures came from the pupil's inability to read and comprehend the tests. It was found that the majority of the pupils did little or no reading after leaving the primary grades in school or outside of the classroom. It was also found that the conditions for reading in most of the homes were unfavorable and inadequate. Some of the contributing factors were as follows:

1. Insufficient reading materials available.
2. Indifference of children and parents.
3. Illiteracy in some of the homes.
4. Poor hearing or eyesight.
5. Malnutrition.
6. Tonsils and adenoids.
7. Poor lighting conditions.
8. Little encouragement for home reading.
9. Lack of choice or interesting material on hand.
10. Little or no facilities conducive for reading.
11. No organization of leisure time.

II. The Need:

The modern consensus of opinion is that there are few if any subjects that occupy a more prominent place among all peoples, than does the subject of reading. The average member of a civilized community has an occasion to read

most of the time, even if he never reads a book. He performs the involuntary reflex action of translating symbols into words with more or less regard as to their meanings. He needs to be able to read traffic signs, street names, advertisements, directions, etc. He also needs to be able to read letters, prices, figures, notices and so on, in his every day activities. Reading is not an isolated subject, but is developed through meaningful relations with other subjects. One is best introduced to the arts of other subjects through reading. It is of paramount importance as a necessary tool for the acquisition of knowledge pertaining to all other subjects. Realizing that there is truth in the saying, "Reading Maketh a Full Man," and that the changes in our modern civilization cause one to depend largely upon his ability to read in making preparation for a life's work; the teachers, of our school, started a more vigorous and extensive reading program for our school and community.

III. The Plan:

We chose as our project, "The Improvement of Reading Situations as a Means of a Broader and Fuller Development for the Child." We wished to use reading in the home, in the school and in the community to aid us in obtaining our objective. During Book Week we presented our plan to the public in the form of a "Book Campaign." This called for such avenues of approaching the public, as visiting the homes in the community, meeting the parents of the children, and soliciting the aid of the merchants. The teachers made a house to house canvas of the community. These are some of the questions which arose during the visitations:

1. Are there any children's books in your home?
2. Do the children have a home library?

3. Are the children encouraged to read?
4. Do the children use the public library?
5. Do the children ever buy books?
6. Do the parents listen to the children read?
7. Do the parents ever read to the children?
8. Do you have a daily reading hour in your home?
9. Do you buy good books, magazines, newspapers, etc., for your home?

As a result of these visits, the parents and friends showed a willingness to purchase books and provide libraries for the children in their homes.

A committee was sent to visit the various stores where books were sold. They selected a number of the latest and best children's books, according to the ages, grade levels and reading abilities of the children. These books were very attractive and some were beautifully illustrated. The merchants sent the books to the school on approval, to be sold during the campaign. The books not sold could be returned, and more could be ordered as needed.

IV. In School:

The teachers invited the parents to come to the school for a special meeting of the P.T.A. and presented the project to them. The best books from the school library and those secured from the merchants were attractively displayed, so that the parents could acquaint themselves with the types of books which we wished them to secure for their children. The librarians from the city and the college libraries gave interesting and informative talks on the history of libraries, the value of good books to children, and also on the value of story telling to children. The project was very favorably received by the patrons at this meet-

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ing, and they showed a readiness to purchase the sample books which were on display. The teachers used this opportunity to sell the books on hand and to take orders for books to be delivered at a later date.

Each teacher conducted a unit in her classroom, and secured books from the school library containing information concerning the subject of her unit for the use of her pupils. The program for reading was based on the "Five Major Goals" for Reading found in a book by Prof. Roma Gans of Columbia University, New York City, **Guiding Children's Reading Through Experiences:**

1. Guide pupils to know when it is satisfying and to their advantage to read, both in and out of school.
2. Guide pupils to know how to select what to read.
3. Guide pupils to read skillfully what is selected.
4. Guide pupils to appraise critically the content in terms of its intended use.
5. Guide pupils to know how to use ideas gained from reading.

In order to obtain these goals, the children were given the opportunity to engage in the following activities:

1. Oral expression.
2. Dramatics.
3. Daily news and periodicals.
4. Visual aids.
5. Radio programs.
6. Story telling.
7. Handicrafts.

8. Observation of charts and pictures.
9. Art expression.
10. Puppet making.
11. Trips and excursions.
12. Children's Clubs.
13. Celebrate special days.
14. Plan daily programs.
15. Children's Moving Picture Shows.
16. Letter writing and reporting.
17. Observe things of interest.
18. Give directions for games, work, etc.

The children were also given lessons on the proper care and use of books.

Each classroom had a reading table for quiet reading and a "Library Corner" for the books.

V. At Home:

The parents and children were encouraged to buy books and establish libraries in their homes. They were advised to buy or build bookcases in which to keep their books after securing them. Some were able to buy their bookcases, but the majority used home-made shelves for their books. These were made from orange crates, goods boxes and odds and ends of lumber.

Story hours were conducted in the homes for the entertainment of the children and their playmates, books were exchanged by them, and reading clubs were organized.

Parents planned to buy more books in order to increase the children's libraries, and especially at Christmas and other gift occasions. The parents were also in-

spired to do more reading for themselves.

VI. The Community:

The children were taken to the public library where they were allowed to browse around among the many beautifully illustrated and interesting books there. They were given membership cards so that they could borrow books to take home with them, and receive others in exchange, when those were returned. The children also visited the library for the Weekly Story Telling Hour.

Clubs in the community donated books to children who were not able to buy books for themselves, as the children of the County Orphanage. Sunday Schools and other organizations interested in children's welfare and the improvement of their environmental surroundings, gave books to children. These agencies along with us realize that good books and the reading of them by children, will aid in instilling in them the desires for the finer and cultural things of life. The desire for these things will mean better living for them today, and will make them use every opportunity to become worthwhile citizens of tomorrow.

VII. Desired Outcomes:

Our "Book Campaign" has been very successful, and we have decided to make it an annual affair

(Continued on Page 13)



Second Report of A Cooperative Study Group

By MARCELLUS C. MILLER

Coordinator, Eastman High School, Enfield, N. C.

FOREWORD

(*This is the second formal report on the activity of the "Cooperative Study Group," organized at Halifax County Training School, Weldon, North Carolina, during the 1943-44 school term. The nature and purpose of this group is clearly outlined in the January, 1945, issue of the North Carolina Teachers Record.)



OUT of the desire to give our students a more practical and useful training in the science and art of living, we decided to organize a school on the job—to teach students while they actually worked at real pay jobs. The school is located at Loon Lake Colony, Chestertown, New York, a summer resort town. The different jobs present unusual opportunities to make use of such subjects as Biology, Chemistry, Mathematics, Personal Grooming, English, History, Politics, Mechanics, Carpentry, Electricity, Physical Education, Psychology, Medicine, Management, and other subjects.

The regular classroom instruction was daily applied to such jobs as: Stenographer, Clerk-Cashier, Cook, Pantryman, Waiter, Water Chemist, Porter, Electrical Repairman, Personal Director, Painter, Carpenter, Sanitary Inspector, Baggage man, Storage Clerk, Garbage Disposal Man, Linen Clerk, Valet, Potwasher, Refrigeration Repairman, and First-Aid Attendant. These jobs require a knowledge of the subjects mentioned above and present a wonderful opportunity to learn by doing in the actual situation.

The project is based on the educational concept that people learn by doing in the actual situation.

The student of Business Education understands the fundamentals of Shorthand dictation when he takes real notes for which he is paid; he understands filing when he has real files to keep; he knows the value of neat and accurate typing when he has to meet real production requirements. The student of Chemistry understands the value of standardized solutions when he is required to maintain a real Chlorination Plant in accordance with state health requirements. In this work he must make his own computations, execute them, check them and take the blame when they do not meet requirements. His failure to be right brings a reprimand from the health department and a reaction from the management. The student of Physics replaces worn brushes in electric motors; grinds armatures; works out wiring diagrams; installs new motors; puts in new heating elements; finds short circuits; checks control boxes; installs thermostats and other related repair. The student of Psychology is required to analyze his adjustment problems as they arise. He has the counsel of project directors in doing this. Personal Grooming is not a mere irrelevant course of the curriculum as the student is required daily to meet the requirements of good personal grooming standards set up in the course. In this manner he is taught to live the subject matter. The student of Mathematics meets his subject in many different ways. Sometimes he meets it in a problem of carpentry construction, other times he meets it in the balancing of an account, the computing of some function of a machine. In each case the mathematics is presented in concrete example. The material of the Psychology course is presented in the background of

daily observation of the thousands of persons who come to the Colony either as guests or workers. The behavior of these people is studied from the viewpoint of its psychological significance.

Good textbooks in each of the courses offered are provided for reading and reference.

Daily we worked, studied and observed in a constant search to improve our knowledge and performance in the duties we were assigned. It is in this spirit that we are submitting this second annual report of the "Cooperative Study Group."

Acknowledgements

Such a large number of persons have contributed directly and indirectly to the material that makes this report possible, that space does not permit the appearance of all deserving names. We are greatly indebted to the following:

Mr. and Mrs. Lester Pettigrew, owners of Loon Lake Colony, Chestertown, New York, for the use of buildings and materials; Obenaus Studio, Albany, New York, for the photographic illustrations; Mr. Walter R. Schreiner, District Engineer, New York State Department of Health, for instructions and materials on Chlorination of drinking water; Mr. William Wadelich, for biological specimen; Wallace & Tiernan Company, Albany, New York, for manuals on the operation and repair of Chlorinator Machines; Miss M. J. Stewart of Brigman Publishers, New York, for donation of books; Mr. Louis Chervin, New York State Department of Labor, for aid in securing working papers for the members of the group; Superintendent V. C. Matthews, Halifax County, North Carolina, for the preparation of working papers;

Superintendent C. B. Thomas, Weldon, North Carolina, for the preparation of working papers; Dr. Bibby of Pottersville, New York, for health examinations and donations of instruments; many vacationing guests of Loon Lake Colony, Chestertown, New York, who contributed in many ways to the progress of the study group; parents of the students of the project who gave consent for their participation.

Consultation with the Management

During the winter of 1944-45 Mr. and Mrs. Pettigrew came to Eastman High School, the present seat of the Cooperative Study Group, to consult with the Coordinator concerning the employment of students of the project. During this visit the management talked with prospective employees and made plans for the coming summer. At this conference students were picked for the various jobs at the Colony and instructed to make certain preparations before the opening of the Colony. After the conference consultations were held with the parents of the students and permission received for the participation of the students in the project. Working agreements were drawn up with them. The directors, like the students, were assigned definite jobs in the operation of Loon Lake Colony.

Securing Supplies and Materials:

During the winter of 1944-45 the directors of the project discussed the proposed courses of the school and secured the necessary books and materials. These books, materials and supplies were shipped to the Colony in advance of the departure of the group.

Legal Papers:

Most of the students of the project are minors. Legal working papers, guardian papers and health papers were properly prepared for each of them. Both North Carolina working papers and New York working papers were necessary. The students received health examinations in North Carolina and New York.

The Students of the Project:

The students of the 1944-45 project are: Charles Lynch, a Sen-

ior of Eastman High School, Halifax County, North Carolina; Otto Brinkley, a Senior of McIver High School, Littleton, North Carolina; Warren Harris, a Senior of J. A. Chaloner High School, Roanoke Rapids, North Carolina; William A. Staton, Jr., a Senior of Halifax County Training School, Weldon, North Carolina; Herbert Cheatham, a Sophomore, Halifax County Training School, Weldon, North Carolina; Johnson C. Miller, a Sophomore, Hampton Institute, Hampton Virginia, and Georgia Bryant, a Senior, North Carolina College, Durham, North Carolina.

Charles Lynch is the president of the Eastman High School student body. He comes from a line of Halifax County farmers. His parents are some of the more progressive farmers of the section. An analysis of his training disclosed a need of further personality development, better command of academic training, and a broadening of his concept of life. At the Colony he was assigned to a cook job as an apprentice to Mr. Louis Harris, the Chef. His on the job training included the entire gamut from pot washing to the carving of roasts. His class work touched the entire curriculum of the school.

Otto Brinkley, like Charles Lynch, comes from a rural agricultural community. An analysis of his training likewise disclosed a need of further personality development, better command of academic training, and broadening of his concept of life. At the Colony he was assigned to the operation of a dishwashing machine and the general kitchen staff. His class work included the entire curriculum of the school.

Walter Price, another rural lad, was assigned to a porter job. An analysis of his training showed his development of personality, absorption of academic training and general concept of life to be very poorly developed. During the entire summer his case was given special attention by all of the directors of the project. From time to time the directors compared notes on Price and periodically held conferences with him concerning his problems.

Warren Harris of Roanoke Rapids was assigned to the dining room staff as a waiter. An analysis of his training brought to light a good development of personality, academic training and concept of life. His major problem, however, was the matter of getting a good sense of proportion concerning things and people. His continued development during the summer was most pleasing.

William A. Staton, Jr., of Weldon was also assigned to the dining room staff as a waiter, to the cooking staff as a pantryman, to the maintenance staff as a repair mechanic, and to the water system as an assistant water chemist. An analysis of his development and training disclosed him as a very apt individual. His personality development and academic training both mark him as a student of great potentialities. His major problem is in the direction and control of his own abilities. His case required constant attention of the directors and he was given much help with this problem.

Herbert Cheatham of Weldon was assigned to the glass washing machine and to the pantry and general kitchen staff. His personality development is very good. His entire attitude toward academic work was changed for the better during the course of the project. In fact, his dissections and mounts in [mounts in] Biology, his constructions in Carpentry, his repair in Mechanics and his work in Personal Grooming won the First Merit Prize of the entire group.

Johnson C. Miller, a Sophomore of Hampton, was assigned to the dining room staff as a waiter. An analysis of his personality and academic training disclosed a personality in need of much repair and an academic training filled more with words than meaning. We observed budding ability strangled beneath a false sense of self importance and a store of information that had never been called to use. From this point we struggled together with this young man to help him get a grip on himself.

Georgia Bryant of North Carolina State College was assigned to



the house staff of McAveigh House. She is the only member of the group with two years of experience in the cooperative study method. Her work and personality demonstrate her ability to get along.

The Directors:

Mr. William E. Jones, of the Science and Mathematics Departments of Halifax County Training School, Weldon, North Carolina, was assigned to the dining room staff as a waiter, to the maintenance staff as a repair mechanic. He served as director of Physical Education for the group and as counselor for Mathematics.

Miss M. G. Williams of the English Department of Eastman High School, Enfield, North Carolina, was assigned to the office staff as secretary to the manager and receptionist in the main office. She also served as special counselor in English and Personal Grooming.

Miss Hannah S. Bogle of the Elementary School of Eastman High School, Enfield, North Carolina, was assigned to the soda fountain staff as clerk-cashier. In the group she served as a counselor in Personality Development.

Miss Helen Bultma (Mrs. Helen Bultma Waidelich) of Hackensack, New Jersey was assigned to the bar as cashier and to the kitchen staff pantryman. Mrs. Waidelich also served the group as counselor in Personality Development.

Mr. Louis Harris, Chef of Loon Lake Colony, served as instructor in kitchen and dining room art.

Mr. Bennie Strickland, a professional waiter, of Florida served as special counselor in catering science.

Mr. Walter, a professional short order man, served as special counselor in counter service.

Construction and Repair:

During the term of the school the members of the group repaired houses; painted, installed electric motors, repaired motors; repaired refrigeration machinery; repaired typewriters, switchboards, circuit lines, toasters, water pipes, thermostats, oiling systems, heating systems, electric fans, meat grinders; built a linen service closet and repaired linen racks.

The group built and installed a complete chlorination system for the water supply (System with capacity of 60,000 gallons per 24 hours).

Experiments in Biology and Chemistry:

The group dissected and mounted 1 raccoon skeleton, 3 frog skeletons; removed the entire viscera from the woodchuck for study; dissected and mounted 1 turtle skeleton; made an insect collection; removed the salivary glands from the mosquito; trapped 2 live raccoons and kept for psychological observation; collected bird eggs;

performed experiments with cut flowers in vases on dining room tables, to measure the amount of water loss by the processes of transpiration and evaporation; collected rock specimens; made bacteriological tests on water samples; made varying strength disinfectant solutions of carbolic acid, sodium hypochlorite and phenol; made standardized solutions of boric acid for actual use as eye wash; removed solid content from water samples; tested fruits, jellies and vegetables for acid reactions; the group also performed many other experiments.

The group operated a First-Aid Station for the benefit of the guests and workers of Loon Lake Colony.

Earnings and Savings:

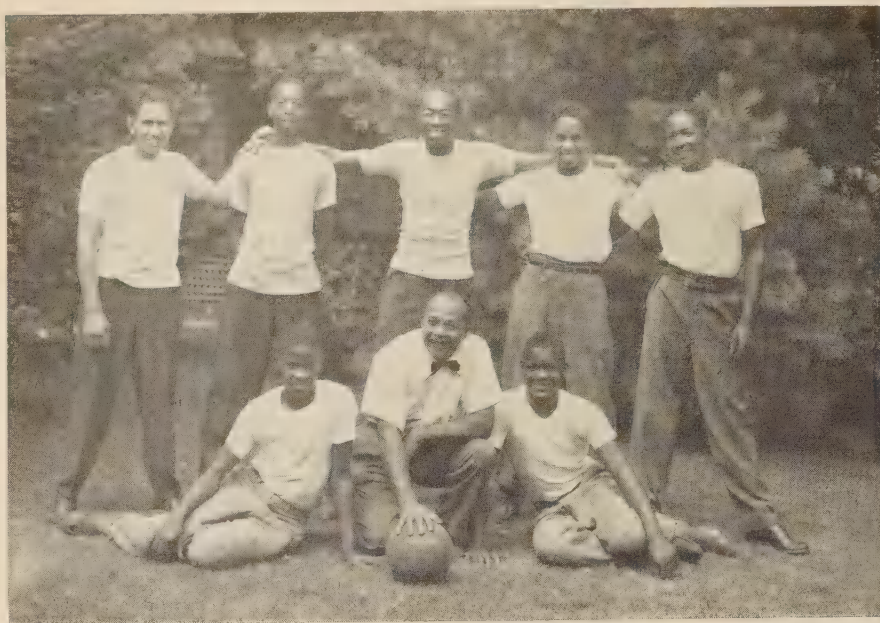
Each student of the project was able to earn about five hundred dollars (\$500.00) and from this sum save about three hundred and seventy-five (\$375.00) dollars.

Health and Happiness:

Health examinations show general good health and an increase in weight for each student of the project. Each student and director stated his pleasure in the activities and work of the summer. The management is generally well pleased with the performance of the group.

The Philosophical Conclusion:

For eight years before the formal organization of the "Co-operative Study Group" the same principles of education were being applied by one of the directors in the teaching of General Science, Biology, Chemistry, Physics, Mathematics, Typing, Shorthand, Office Practice, Mechanical Drawing, Health Education and Art. He was pleased with the findings of the method and attempted to improve on it continuously. The method was applied both in regular class work and in tutoring students during the summer months. It was from this experience that the Co-operative Group received its first impetus. During the school term of 1943-44 the method was given expression in the form of the Co-operative Study Group. The philosophy of education behind the Co-operative Study Group is the



mise that people learn by *doing in the actual working situation*. For quite a number of years after John Dewey gave the world the educational philosophy that people learn by doing, teachers of the country attempted to put the philosophy into effect by requiring students to go through, what they called, activity experiences. In many instances the activities had little or no close relationship to the information or skill in question. In other instances the teachers did create a learning situation similar to the real situation. Our experiments seem to indicate that neither of these approaches produces results as effective as having the student learn in the actual working situation. They seem to indicate further that any division of human knowledge lends itself to such a teaching method.

The Text Books Used in the Cooperative Study Group During The 1945-46 Term:

(In addition to the text books listed below the members of the group made use of many newspapers, magazines, periodicals and pamphlets.)

Mathematics:

"Basic Mathematics" — Walter W. Hart, D. C. Heath and Company, Boston.

"Plane Trigonometry, Solid Geometry and Spherical Trigonome-

try"—Walter W. Hart and William L. Hart.

Biology:

"College Zoology" — Robert W. Hegner, Macmillan Company, New York.

"Anatomy and Physiology" — Frederic T. Jung, Anna R. Benjamin and Elizabeth C. Earle, F. A. Davis Company, Philadelphia.

"Medical Guide"—G. N. Gillum and L. W. Gillum, Wilcox and Follitt Co., Chicago.

"Constructive Anatomy" — George B. Bridgman, Bridgman Co., New York.

"First Aid Text Book"—American Red Cross.

"Dynamic Biology"—Arthur O. Baker and Lewis H. Mills, Rand McNally and Co., New York.

Chemistry and Physics:

"High School Chemistry" — World Book Company, New York.

"College Physics" — Arthur L.

Foley, Blakiston Company, Philadelphia.

Business Education:

"Stuart Touch Typing"—Esta Ross Stuart, D. C. Heath, Atlanta.

"The Gregg Writer"—monthly magazine, Gregg Company, New York.

"20th Century Bookkeeping and Accounting" — Baker, Prickett, Carlson.

"Anniversary Edition Gregg Shorthand" — John R. Gregg, Gregg Co., New York.

"Gregg Shorthand" — Louis A. Leslie, Gregg Co., New York.

"Gregg Dictation and Transcription"—Renshaw and Leslie, Gregg Co., New York.

"Gregg Shorthand Dictionary"—John R. Gregg, Gregg Co., New York.

"Salesmanship for Everybody"—Ely and Starch, Gregg Co., New York.

Carpentry:

"Audels Carpenters and Builders Guide" No. 3, Theo. Audel and Company, New York.

Bible:

"The Holy Bible"—Presbyterian Book Store, Pittsburgh.

Physical Education:

"Drills and Fundamentals" — Clair Bee, A. S. Barnes Co., New York.

"The Science of Coaching" — Clair Bee, A. S. Barnes Co., New York.

Catering:

"The American Waiter"—John B. Goins, Hotel Monthly Press, Chicago.

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"The Teacher and the Ballot"

By SAMUEL FRANKLIN DALY, *Principal
Northampton County Training School*



HE teacher has the keys to democracy. One of these keys is the Ballot. Three responsibilities—and privileges—therefore, devolve upon him.

(1) The teacher must have an intelligent understanding of the mechanics and function of the ballot. (2) The teacher should take a nonpartisan but positive part in the ballot. (3) The teacher should guide others in their doing so.

I

The Teacher, to Discharge a Civic Duty, Must, First of All, Have An Intelligent Understanding of The Mechanics and Functions of The Ballot.

Of course every teacher knows that the crux of the whole election machinery is *Registering, getting one's name recorded in the election books, and Voting, the actual marking of a ballot or ballots thereby indicating what men or measures one favors or does not favor.*¹ But does the teacher know exactly what are the qualifications for a citizen to register and vote in North Carolina? For example, while men still pay a poll tax in North Carolina, neither the poll tax, nor sex nor race, is legally a requirement for registering or voting in North Carolina.² Also, if the teacher is qualified to register, does the teacher know what one additional step is necessary before he is eligible to vote?³ Does he know also that more citizens are disqualified from voting because they fail to take this one step than for *all* other steps combined?

Through study and by personal experience, the teacher should be able to give a demonstration both for registering and for voting.

The teacher probably knows that throughout the United States elections are held every *even* year, and that in North Carolina cities there is an additional election every *odd* year. These are our national, state and municipal elections. But the difference between these elections, what officials respectively are chosen at them, and just what are their qualifications and duties, the teacher often does not know.

Again, before any of these elections there is a primary, and nearly always before either there is a registration. But the purpose and times of these registrations and primaries, and that most puzzling but pertinent question—the distinction between an election and a primary⁴—the teacher, again, too often, does not know.

Congressmen to our tri-departmental national government; assemblymen to our bicameral state government; commissioners, aldermen, and councilmen to our communal municipal governments, and county commissioners, sheriffs and others to our county governments are but a few of the approximately four thousand people we elect to office every two or four years in North Carolina. These, their qualifications, duties, and manner of election, the teacher should know.

II

The Teacher Should Take a Non-Partisan But Positive Part in The Ballot.

Crispus Attuck's blood on Boston Common, the first blood of the American Revolution, and Abraham Lincoln's supreme sacrifice during the Civil War that all men might be up and none down, represent much that has made the free ballot possible in America. World War I and World War II are but a part of the great sacrifices which

we throughout the world are paying today to maintain that gain. The teacher, as the recipient, interpreter, and transmitter of this priceless privilege, should hold it sacred, and must not for any cause permit it to be in vain!

Without partisanship, without fanfare or campaigning, but quietly, intelligently and fearlessly, the teacher should take a non-partisan but full citizen's part in every election for which he is eligible. In doing so not only will he be strengthening his own influence and self-respect, making secure the rights of his group to democratic processes, and setting a powerful example and incentive for those who can follow but cannot lead, but in addition he will be enriching the commonwealth as a whole by the intelligence and influence he brings to the issues which the government from time to time submits to its citizens. This responsibility at the polls, both as an individual and as a public example, the teacher can neither evade nor transfer without an ultimate loss of that public-respect, prestige, and leadership which society has accorded to his profession.

III

The Teacher Should Guide Others In Their Use of the Ballot.

The teacher has cooperated in practically every movement for human welfare. In the national food and fuel rationing, in the Red Cross and tuberculosis campaigns, in the war bond and stamp drives and in numerous other community welfare activities, the teacher's influence has often been the decisive success factor.

Well might he also, to the benefit of all, carry over this ability into aiding the government in training its citizens in the civic field of the ballot. For if democracy depends upon the people, then it is essential that the people be trained in its

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¹ Daly, S. F., How to Register and Vote in North Carolina, Introduction.

² Op. cit., Chapter I.

³ Op. cit., Chapter II.

⁴ Op. cit., Chapter V.

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LOCAL UNIT COMMITTEE ACTIVITIES

Successful experience in North Carolina suggests eight standing committees to carry on the work of a local Teachers Association in the larger administrative units.

The common factors useful in the procedure of all standing committees are casual research (collecting and filing clippings and notes or putting such items in an annual scrap book, either to become a permanent record in the professional library of the unit) and regular conferences. The secretary of each committee should be custodian of the file or scrap book.

The standing committees should be, (1) Professional Services, (2) Legislative, (3) Public Relations, (4) Planning and Resources, (5) Membership, (6) Program, (7) Constitution, (8) Federal Aid, and (9) Executive Committee or President's Advisory Council.

Other special committees will need to be appointed to serve in connection with various activities of the standing committees. All standing committees should include representatives of all the educational levels on which teachers work in the local Association, e.g., College, High School, Grammar Grade, Primary, and Special.

It is important that all standing committees be continuously active. The following activities are suggested for each of the standing committees:

Professional Services Committee Activities: In-service training, developing code of ethics, survey of local professional interests and needs, cooperative supervision, evaluation of schools and curricula, State department and college cooperation.

Legislative Committee Activities: Study legislative programs of other groups interested in education; cooperative planning with other groups; development of civic participation and voting in all elections by teachers and parents; interest in all welfare legislation; securing statement of position on school legislation from candidates for public office; study of controversial issues developing around (1) Salaries based on merit system, (2) Supervision, (3) Compulsory attendance, (4) Present salary schedules, (5) Tenure

of teachers, and (6) Teacher load; interpretation of the retirement system and recommendations for its improvement; developing standards for entering and remaining in the profession; and informing teacher trainees on school legislation.

Public Relations Committee Activities: Study State and local administrative set-up and acquaint teachers and patrons with legislative provisions for administration and the school budget, encourage maximum health service to children in cooperation with other agencies in the community and State, assist returning soldiers in securing educational opportunities offered by the federal government, make school buildings available for community use and develop cooperative programs with lay organizations, encourage "know your school" and "know your community" programs, promote educational type non-commercial community recreational programs, promote scouting, 4-H Clubs, and similar projects in the community, plan a continuous publicity program using all avenues of publicity in the community, plan specific activities for each teacher to carry out in public relations work.

Planning and Resources Committee Activities: Initiate and carry through an educational survey of the community involving (1) educational status of members of families, (2) family occupational status, (3) material and social resources of the community, (4) adequacy of school buildings and playground facilities, (5) evaluation of the schools and (6) needs for improvements in school plants and offerings especially in provisions for exceptional children.

Membership Committee Activities: The membership committee should assume responsibility for enrolling all educational workers in the area in the local Association. Membership fees should be collected during the first six weeks of the school year and reported immediately to the proper officials of local, state, and national Associations. (There should be a local fee to be determined by the local Association out of which local unit affiliation fees are appropriated to national Associations.) The membership committee should also collect and transmit individual membership fees from members desiring to join NEA and ATA.

Program Committee Activities: The local Association should hold at least four full meetings during the school year. The program committee should make a tentative outline of the program for the whole year after consultation with the executive committee. The detailed program for each meeting should be prepared several days before the meeting is held and published locally for the information of all members.

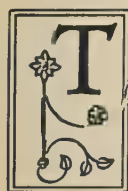
Constitution Committee Activities: The constitution committee should secure copies of constitutions of State and national Associations and work out the order of procedure for activities in connection with these organizations. A local constitution should be prepared which should supplement but not conflict with State and national constitutions.

Federal Aid Committee Activities: Secure and study all available materials on federal aid, work with other organized groups to help them understand the need of support for federal aid, have every member of your unit write congressional committees on education and state senators and representatives requesting their support of federal aid—commending any constructive action, solicit lay persons to write

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Vital Resolutions Adopted by ATA Delegate Conference

HELD AT BENNETT COLLEGE, GREENSBORO, N. C., JULY 25-26, 1945



THE following resolutions were unanimously adopted by the conference after serious discussion of issues involved.

1. As educators we are apprehensive of what may happen during the reconversion period, having in mind especially the Negro ex-service man and the Negro people in general. Displaced workers resulting from the closing of war work, migrant groups and others under still other circumstances serve to complicate the problem extremely. As educators we shall have to exercise precaution to see that we make our contribution to the return to a program of work directed toward services to the civilian population. The transition will offer difficulties and our work must be actively felt in this tremendously important transition period.

2. We support whole-heartedly the projected legislation by Senator Wagner of New York and his colleagues which looks toward the provision of jobs and security for all.

3. We are especially concerned for the readjustment of the Negro ex-serviceman in communities which impose undue restrictions because of race. There can be little doubt that men who have been indoctrinated, through experience in the armed forces, against totalitarianism will not be satisfied to find racialism, a rather fundamental tenet of Fascism, still deeply rooted and effectively operating at home. The types of communities described above are likely to see race friction which ought not be allowed to sink to the level of physical clashes. It is a mark of democratic practices that where important opinions differ widely between groups there should be compromise, but it is un-

thinkable that any community should expect the Negro to do all of the compromising, which fundamentally means no **compromise** at all. Here, then, is the very difficult role in which we must highly resolve so to act that we may help avoid disgraceful situations without losing sight of complete American citizenship.

4. It is obvious that returning servicemen will not avail themselves of the advantages provided under the so-called GI Bill of Rights unless special effort is made by the schools and other organizations to acquaint them (especially those who have been away from the country) with the provisions of the Act. It should be among the "must" activities of every teacher to see to it that the people in her community who have relatives among the servicemen shall be acquainted with the GI Bill and, as far as possible, promote programs among the civic organizations which will look toward dissemination of knowledge of the opportunities.

5. It is our belief that the United States should set up no program of peacetime military training which will have in it any segregation or discrimination of any American citizen on account of race, creed, or color. The experiences of the armed forces have proved that integrated units, where set up, will work well. If there is to be peacetime military training, surely such integration would represent more of the democracy for which we have been fighting.

6. It is the abiding sentiment of this body that a permanent Fair Employment Practice Committee should be one of the chief considerations of Congress when it reconvenes and that our membership and their friends everywhere shall engage in an active program

of promoting the establishment of this organization through making known to the President of the United States and both Houses of Congress the demand for action, and by other feasible action.

7. We are solicitous about housing conditions for Negroes in the more congested communities, especially in the Northern States. Notwithstanding the effectiveness of the housing program of the Federal Government, there has set in a conservative reaction which insists that housing is the concern of private businesses and industries. We must actively support a program which will provide for both government and business enterprises in the providing of homes for all the people. The government, in our judgment, should enter the program where private enterprise finds it unprofitable to provide housing for the lower income groups. Adequate shelter is too fundamental a problem to be left wholly in the hands of private enterprises.

8. It is our belief that no financial qualifications should attach to the exercise of the suffrage by a citizen of the United States. We especially deplore the provisions by law in some states which impose limitations other than those offered by a law-abiding American citizen of proper age and mental competence. We shall, by every means at our disposal, seek the abolition of the poll tax by federal provision.

9. We shall work consistently for the passing of legislation for federal aid to public education. Of necessity this must occupy a high place on our list of undertakings. It shall be the duty of our officers and other representatives to see that our voices are heard to the end that such federal aid legislation shall provide ample pro-

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The School Experience and Personality Development

By NORMAN R. DIXON, *Supervising Teacher*

Newbold Training School, State Teachers College, Fayetteville, N. C.



THE school is a potent factor, second only to the home, in personality development. It provides experiences and group activities that may lead to co-operation and a consideration of the group as a whole. It offers experiences in basketball, football, dramatics, softball, and many other activities which may lead to the honest give-and-take attitude. The magnetism of the "school atmosphere" is well illustrated by this statement: A college is Mark Hopkins on one end of a log and Garfield on the other. Even though the physical structure of the school may be a shabby one-room building or a metropolitan university like Columbia, the outlook and activities of the teacher determine whether or not it is a wholesome personality-developing center.

In so many instances children copy the teacher's personality pattern. Often a child may do something and say: "I saw Miss X do that." Or one may say: "Miss X says that often." Teachers do well to realize that much is **caught** as well as **taught**. The child may say as Tennyson makes Ulysses say: "I am a part of all I have met."

The school is cast in the matrix of a democracy. The whole of democracy conditions the activities of the parts of which it is composed. The school cannot operate successfully if it ignores this significant fact. It is and should function as an individuation of a larger society. It can allow the children to help plan, organize, and carry out school experiences; it can let the children decide on the

relative worth of school experiences.

While the school does occupy a strategic place in the moulding of character, teachers do well to be cognizant of the fact that there is no magic in the words "school," "opportunities," and "wholesome personality." In and of themselves they do not develop. They do not propel themselves automatically towards what we in our times call the "good life." There must be a consciousness that all experience develops character. The weak teacher who assigns written work and does not take it up is affecting personality. The teacher who lets anything go is also developing personality; or consider the teacher who makes such unreasonable demands that children who do not "get the work" become frustrated and lie, cut school, or copy. There must be carefully-guided school experiences which utilize the opportunities of the school.

For instance, at Newbold Training School there is a club program. At an assembly program early in each year the children suggest the clubs they would like to have that year. Each child is free to select his club or to sever his membership. The interest groups which have persisted (though many times with changes) are:

1. Athletics Club.
2. Book Club.
3. Dance Club.
4. Dramatics Club.
5. Fine Arts-Poster Club.
6. Home-making Club.
7. Industrial Arts Club.
8. Science Club.

Children may be allowed to

choose and carry out experiences they would like to share with the whole school at assembly. It may be a dramatization written by the little boy who felt unwanted, rejected. This will give him status and may start him on the way to developing a worthy self-hood.

Race, creed, and color condition, the personality pattern. The teacher may develop broad underlying principles of tolerance, respect, and appreciation for those and by those not alike in race, creed, or color. It is good to bring such groups together through plays, discussions, luncheons, or any other desirable experiences.

Principles.

1. Experiences at school should be so organized as to lead to the development of a well-balanced personality. This principle implies that the teacher will try to lead students to broaden their interests and appreciations as well as to cultivate their special gifts. In many groups there are children who like athletic games but do not like "books." The teacher may reach them through stories about Joe Louis, Babe Ruth, Hank Lusetti and many others. They may be led to an understanding and appreciation of many areas.

2. Experiences at school should emphasize the positive. The teacher should not be so concerned with bad habits and disordered functions as with the development of sound and normal habits in the first place. The emphasis should be on the positive, not the negative. Instead of saying "don't," say "do." Instead of saying "John don't do that," it would be better to tell him what to do.

3. Experiences at school should be integrated and planned in terms

of the particular individuals of the group and what is normal for each individual. There are no hard-and-fast standards for what is normal for each child. Since each child has different innate gifts and acquired possessions, behavior differs accordingly.

4. Experiences at school should aim to develop persons who can integrate in the group. Participation in group games, plays, committee work, and group decisions may aid in this a great deal.

5. Experiences at school should be based upon an understanding of human behavior. The teacher should know and understand how the endocrine glands affect personality in its dynamic aspects; how motives, urges, and the lack of satisfaction in food, shelter, water, security, affect personality; and how conflicts between practices at home and practices at school; standards of the school and standards of the gang make for frustration and a weak vacillating personality. Fatigue, illness, disease, pain, fear, anger, day-dreaming, lack of confidence, aggressive-submissive behavior — all are encountered by the teacher in dealing with children. There should be an understanding of why the child acts as he does.

The teacher should show some of the patience, love, and understanding expressed by the Christian faith. In this connection Henry C. Link's *The Return to Religion* is pregnant with concrete illustrations of the effective use of Christian principles in psychiatry.

6. Experiences at school should develop individuals capable of standing alone and making independent decisions as well as cooperative decisions.

7. Experiences at school should develop honest, sincere, responsible individuals.

8. Experiences at school should help the student "find himself." They should help him find out what he is capable of doing and help him do that successfully and to the advantage of his fellows. He should be led to:

a. Know himself. (Socrates).

b. Control himself. (Marcus Aurelius).

c. Deny himself. (Jesus).

9. Experiences at school should be guided by a democratic philosophy. It is well to emphasize this because so many teachers give only lip-service to democracy! They cry wine and sell vinegar! They preach democracy, but they do not practice it. If the teacher has a democratic, cooperative point of view conducive to continually better social living, the children are likely to reflect it in their personalities. In such a way children are led to obey the higher impulse—the urge to work for society. If the philosophy and personality of the teacher are dictatorial and domineering, the children may seek a satisfaction of their desires and wishes through escape mechanisms. Indeed they may become maladjusted persons who day-dream and wish for satisfaction. They may dream up "get even" schemes or may develop a permanent dislike of schools. They may become introverted, anti-social beings. Fear of punishment may lead to lying, rationalization, "sour-graping," and mentally unsound escapes. The children may become refugees from reality.

These are a few principles involved in the development of personality through the school experience. However, these few principles indicate the importance and need for attention to personality development.

With tensions in the adult world, the birth-pangs of a new society at hand, post-war problems, personality development becomes increasingly important. In all the social crises education as embodied in the school experience must ever remain the stabilizer of human life, the progressive force that experiments and adjusts the best of human wisdom for society. For only in the strength of the group is the strength of the individual.

Vital Resolutions Adopted by ATA Delegate Conference

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tection for minority groups as well as provide for social welfare.

10. As a professional group, we shall make all reasonable efforts to acquaint ourselves with

the availability of surplus properties, as a result of the cessation of the war, in order that our communities may be informed fully and that they may make proper requests for such materials as will increase the effectiveness of the instruction. This would seem a fine opportunity for many deprived communities to secure needed equipment from this source.

11. We are of the opinion that the movement to establish regional universities for Negroes in the South is a movement in an undesirable direction. The individual state should provide for the education of its Negro citizens and this responsibility should not be transferred to a federated group of states whose program, whether by design or not, is likely to result in the exclusion by devious means of Negroes from institutions of higher learning which are now open to them.

12. This organization stands firmly behind the view that it is necessary for teachers to have tenure and retirement status. We shall do everything within our power to promote this view in our communities so that the teachers of our youth shall be in a position to exercise the privileges of citizenship and to enjoy the immunities of the profession without haunting fear of insecurity either for the immediate future or following cessation of active usefulness to the community on account of age or ill health.

13. The democratic way of life also requires that teachers and officers on all levels should participate in programming and in administrative policy-making within the educational organization. There can be no adequate training for democracy when programs and policies are imposed from above upon teachers and officers without consulting their views or having them participate in the making of them. We, educators, therefore should exert every influence we can to displace a long established practice in certain communities in which such programs have been imposed upon the Negro educator in the manner indicated above.

How Can Vocational Teachers Help the Veteran and War Worker Returning Home

By W. T. JOHNSON,

Farm Shop Teacher Trainer, A. and T. College



NOW that the war is over and our service men, women, and war workers are slowly coming home, is our conscience clear? Do they feel that the sacrifices they have made were worthwhile? As we listen to the radio and read different advertisements of new scientific inventions that will soon be available, our thoughts go to the uneducated masses of people who will be returning to the various rural communities. Do we have a program that will take care of that group?

The Federal Government has passed the G. I. Bill of Rights which provides benefits for our returning service men and women. The state and its various agencies are working on plans for the post-war period. In our cities, the local government, civic groups and organizations are making plans for the post-war period. What about the many isolated communities where our leadership is not as well informed as that of our more progressive communities? How will these groups be reached? When the selective service act was passed every man within the age limit was included. Numerous young men were not fit for military services because they did not have an opportunity to enjoy the educational, health, and recreational opportunities provided for the youth in our more progressive communities. We find that these men in the armed services are returning to their isolated communities after having been trained and after defending their country, to find the same unprogressive methods of

making a living. They have experienced the contacts with men from more progressive communities. They have enjoyed the recreational facilities of the U. S. O. Canteens and many other experiences that go to make life pleasant. Are they the same? Are they willing to accept conditions as they find them after spending days and nights in a fox hole, on a ship, or in the air—sometimes cold and hungry, being shot and shot at, moving when orders are given and no privileges of their own? How would you feel?

“Statisticians have figured that in this war it cost a million dollars and a half to kill one man,” says Mr. Frank E. Mullen, Vice President of the National Broadcasting Company. If that is true, it seems that a very desirable program could be provided for every returning veteran, war worker, and the people of the respective communities, at a much lower cost. Provisions should not only be made for health, education, and jobs, but special emphasis should be put on the recreational needs of rural communities. From year to year cities spend millions of dollars to provide recreational facilities for the people. In the estimation of competent social authorities, these are wise investments. With such arrangements, physical development and physical well-being are promoted.

What an individual does during his leisure time largely determines what he becomes; there, the cities have provided playgrounds, swimming pools, parks, recreational halls, and outdoor camps. There are also art galleries, museums, li-

braries, and music halls. There are all kinds of organizations, Christian associations and a number of others. All of these have been supplied with well-trained leaders. So far there has been little done to provide recreational opportunities for the youth of the rural areas other than what has been provided by the departments of vocational agriculture. The schools and 4-H Clubs provide recreational opportunities on a seasonal basis. After having spent four or five years in the armed services, these youth have outgrown the recreational opportunities mentioned above. If they cannot use the recreational facilities of nearby towns and citizens, they must amuse themselves in some of the following ways: 1. Public dance halls, 2. Low-grade picture shows, 3. Road houses and in other cases, places even worse. They will be found on Sunday congregated at some rural store, home, or in groups walking road or highway. The rural school and the rural church should cooperate with county state and federal governments to provide a program to satisfy the social needs of our returning service men, women, and war workers.

Supervisors and administrators could be in every community or county to guide service men and women in spending the financial aid they will receive from the federal government. This does not mean that they will tell them what to buy and what not to buy, but someone could give sound advice. When the bonuses were paid after World War I, some veterans who did not have desirable clothes to

wear, no job, and living from place to place, were in the same position as they were two or three weeks before receiving bonuses. The money sharks had their bonus money. It seems that that money could have been paid weekly or monthly with the proper advice to those individuals who, because of limited amounts of training or mental defects, would spend it unwisely. This will present a problem but something should be worked out for the protection of our service men.

A good example of what the rural people can do has been demonstrated through the Food Production War Training Program, a program sponsored by the federal government, and under the supervision of the State Division of Vocational Agriculture Education.

In many communities people with small incomes have organized themselves, built farm shops and community canneries, repaired and improved their homes, and built and repaired farm machinery and equipment. They have produced and conserved enough food and feed for home use and these have reduced the drain on commercial producers. In quite a few instances, they have produced a large amount of food for commercial purposes. In some departments of agriculture, credit unions have been organized to aid them in saving part of their incomes. Through an organized effort, with trained leadership, the farm families in small rural communities are beginning to create a love for rural life and have more pride in their communities. In so many of our rural communities we do not have the rural leaders to work with farm families and aid them in improving their standards of living.

The teacher of agriculture and home economics should be able to provide that type of leadership since their duties require them to work with the boys and girls in the school community as well as the adults. This means, however, that they should have definite objectives based on the needs of the community — additional help may be needed to reach the objectives. If we had such teachers in every high school community who take the lead in developing programs to

aid rural communities, who would be able to get the cooperation of the other teachers in the school and all leaders who are interested in developing the economic, social and health conditions of our rural communities; we should have a desirable program for our returning service men and women as well as for the people at large in the respective communities.

The people in every community should be guided by our leaders in perfecting a program that will keep the morale of our returning service men and women high. This will make them feel that we did our part at home and appreciate the sacrifices they have made.

Teachers Encourage Children's Libraries

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in our school. Over five hundred (500) books were sold during the campaign, which was held during "Book Week." Such slogans as: "Read a Good Book," "Buy a Good Book," "Read a Book Every Day," "Give Books for Christmas," "A Book Is Your Best Friend," "Let Every Week Be Book Week," "Make This A Book Christmas," "Live with Good Books," "Remember Your Friends with Books," and others were used to boost the sale of books. The classes competed with each other to see which acquired the largest number of books. Prizes were awarded the classes and individual pupils purchasing the largest number of books. The prizes awarded the winning contestants were cartons of little story books, which would delight any child.

We hope that our efforts will be instrumental in developing a reading community in the near future. It is also hoped that book clubs will be formed in all communities as well as classrooms, and that circulating libraries among neighbors and friends will promote goodwill among them.

The public library, which serves all classes and ages, of wide and varied interests, whether for pleasure, for information or merely to look at pictures; should be used by all, especially the younger people.

"The ability to read is the key which admits us to the whole world of thought, fancy and im-

agination. It takes us into the company of saints and sages, the wisest and the wittiest at their wisest and wittiest moments. More than that, it annihilates time and space for us."

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"The Teacher and the Ballot"

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responsibilities and functions, whether they be adults in what we call "actual life" or students in school. And who is better equipped or better located in our social set-up to do this than the teacher?

In the social sciences, and especially in the civics and political science classes, the teacher will find both the psychological receptiveness and the legitimate curricular setting to do this. In the P.T.A.'s and in the literary, civic and religious organizations of the community, the teacher, as a private individual, might well lead the awakening masses and the returning soldiers to a better understanding and intergration of themselves into their government.

Thus, through understanding of the ballot; through a non-partisan but positive participation in the ballot, and through intelligent, courageous guidance of others in its use, the civic-minded teacher will be a virile force in perpetuating real democracy, that this government of the people, by the people, and for the people shall not perish from the earth."

May, 1945.

Price Control and Teachers' Purchasing Power in 1944-45

Released through J. T. TAYLOR

Assistant Information Executive for North Carolina, OPA



THE importance of price control in upholding the buying power of teachers' salaries during the school year just ended was pointed out in a statement by James E. Mendenhall, Chief of the Educational Services Branch of the Office of Price Administration.

"Between the school year of 1944-45 and the school year before," Dr. Mendenhall declared, "school people received a moderate increase in their average salary while the prices making up their cost of living went up only slightly. The average school salary rose about 5.5 per cent while the index of cost of living went up 2.2 per cent. The result has been to cancel out a part of the loss in purchasing power that teachers' salaries have undergone during the war period. During the past year the purchasing power of the dollars that teachers were able to spend for clothing, food, rents, and most other major living costs rose slightly above the level of the previous school year. (The trends in teachers' average salary and its purchasing power are pictured in Chart I attached).

"Between 1939-40 and 1942-43, the lag of teachers' salaries behind price increases represented a real salary cut of 8.2 per cent, but by 1944-45 this loss had been reduced to about 2.6 per cent. Yet in 1944-45, it should be added, this real salary cut still averaged about \$47 (1944-45 dollars) per teacher below the 1939-40 level.

"According to the Research Division of the National Education Association and the U. S. Office of Education, the average annual salary of teachers, supervisors, and principals throughout the nation has risen from \$1,441 in 1939-40 to \$1,786 (N.E.A. preliminary es-

timate) in 1944-45, an increase of 24 per cent. According to figures from the U. S. Bureau of Labor Statistics covering the months comparable to the school year, the cost of living (prices of all items) has risen from an average of 100 for 1939-40 to 127 for 1944-45, a rise of 27 per cent.

"The total wartime increase in the cost of living of teachers like that of other gainfully-employed groups is not fully measured by the official BLS index. This index, the Bureau of Labor Statistics notes, 'indicates average changes in retail prices of selected goods, rents, and services bought by families of wage earners and lower-salaried workers in large cities. The items covered represent 70 per cent of the expenditures of families who had incomes ranging from \$1,250 to \$2,000 in 1934-36. . . . The index does not show the full wartime effect on the cost of living of such factors as lowered quality, disappearance of low-priced goods and forced changes in housing and eating away from home. . . . It does not measure changes in total living costs—that is, *in the total amount families spend for living*. . . . Income taxes and bond subscriptions are not included.' Even recognizing these factors, it is reasonably certain that teachers as a group have more than held their own in purchasing power during 1944-45 as compared to 1943-44.

"In this war, furthermore, teachers thus far have found that their living standards have been impaired much less than they were during and after World War I. Between August, 1939 and July, 1945 (the 71st month after the outbreak of war in Europe), the cost of living index increased about 31 per cent. In the comparable period of the last war the cost of living index went up 108 per cent—3.5 times as

much. (For the cost of living trends in two wars, see Chart 2 attached). In 1918, it should also be noted, the purchasing power of the average teachers' salary was at an index of 80 (1914 equals 100) compared to an index of 97.4 in 1944-45 (1939-40 equals 100).

"After the Armistice of November 1918, it should be emphasized, the cost of living continued its upward movement, reaching a peak in June 1920 when the index was more than double the July 1914 base figure. Between 1918 and 1920, living costs and teachers' salaries went up about the same—34 per cent. Therefore, in terms of purchasing power, the real incomes of teachers remained at the low level of 1918 for two more years. It was not until 1921 that the real salaries of teachers went above the index of 100 (1914 equals 100).

"In this war, the relative stability of the cost of living has been due to the price control work of the government and the people. Teachers and other school people have made a real contribution toward development of better understanding of and fuller compliance with this part of the nation's overall program of economic stabilization. In the immediate future, teachers can continue their efforts toward holding prices down in their own communities, thus safeguarding the standards of living of all residents and particularly those on relatively-fixed or even reduced incomes. Through these efforts, also, they can help prevent the disastrous cycle of postwar inflation then depression which could occur in the months and years just ahead."

Helping the Secondary School Pupil to Prepare Most Effectively for Meeting Problems of the Post War World

By MISS ONELIA A. DAVIS

B. T. Washington High School, Rocky Mount, N. C.



WE must preserve the democracy of America by offering the people employment, opportunity, education, and a higher standard of living. The government can not win the peace alone any more than it could win the war alone. Peace is not only the cessation of the war, for the victory must bring the beginning of a prosperous era. Peace then, must be won by the cooperation of all citizens and the sound thinkers of the Nation.

Because of the economic and social changes in America, the education of boys and girls must be decidedly different from the education offered a few years ago. The secondary school must be put on a dynamic basis and must play a greater influence in the lives of youth because of the decline of the influence of the family. We know much more about the nature of human behavior, about the individual and his needs, than was known forty years ago; hence, education has been brought much closer to social needs. The curriculum of the school must be made flexible for, around the curriculum lies the whole problem of education.

Educators now realize that the present conditions demand new methods to meet these new situations. It will be only by careful observance and guidance that the educational needs can be met adequately. For what should we plan in the secondary school? We must plan for a better program which will prepare each individual for living in a democracy. We must prepare the individual for national

culture which will produce qualified citizens for the maintenance of a social environment. We must teach the pupils that several vital changes must be made in the communities, and these changes should be made with as little disruption as possible. It is probable that the war ending will release several unexpected possibilities and special employments of American adults and youth. We must plan for a variety of contingencies and hope to be ready to meet whatever comes. We know, however, many of the conditions that we must face, no matter what the outcome may be. We know that the national income must be drawn back into the channels of peace, war expenditures must be diverted into peace channels, war workers must be put back to tasks of peace, great industries must be reorganized and reconverted, and many communities will be greatly changed. The planning for these problems should not be deferred if we desire a prosperous era.

Many of the pupils have become emotionally upset because of the effect of the war. They have heard daily about the war. They have seen their fathers, brothers, uncles, and friends leave home to go somewhere and join the armed forces. The teachers must remember the influence of the subconscious mind upon the individual. Teaching during war time and the years following should be done with a decided purpose for every lesson taught, remembering that good teaching spills beyond the limits of the classroom in countless ways.

As a result of my study of Sec-

ondary School Curriculum Adjustment, I would suggest that a changing curriculum meet the changing needs of the pupils. I would also suggest that the Supervisors, and the whole staff of the educational system foresee a flexible curriculum community-minded in purpose and action. It seems to me that the whole regime of the school; its classes, its government, its assembly programs, its participation in community enterprises, and the student life in and out of school should provide well-coordinated learning situations for each pupil. These agencies combine to afford opportunities for fixing ideas, and habits which determine character.

To carry out an effective program of education, the curriculum must have a welding together of interests, activities, and human endeavors of the particular community it serves with the materials of instruction. In the selection of materials the teacher must regard the sociological and the psychological needs of the pupils. In considering these needs the teaching of units seems to give the pupils a wide variety of knowledge a better meaning, continuity, and development of better efforts toward learning. The community facilities are very valuable in secondary education. In many school systems the curriculums have been stripped of their materials to the very essentials. This experience has eliminated the unnecessary and has also shortened the time for the attainment of certain goals. Youth in the schools are now studying what is happening in the world and relat-

ing it to events and ideals of the past. This strengthens mental activity and avoids a study of meaningless materials by the pupils.

To hope for good citizenship in the post war world, the secondary school youth must be taught to conserve. They must have a respect for the conservation of human and natural resources. Immediate attention should be given to the conservation of soil, oil, coal, timber, and other resources. To put emphasis upon the protection of property and the conservation of materials tends to guide pupil-thinking toward a better control and use of their environment. It also aids in the development of cooperation in living together.

The physical fitness program has caused the teacher to be more conscious of the health needs of each pupil. As a result of the war-training practices, it is evident that certain changes should be made in the curriculum regarding the health program. Health education should soon take its rightful place in the school, for it helps to develop better health habits in individuals and diminishes to a great extent the spread of diseases in the community.

There is yet an urgent demand for thrift education, although the Schools-at-war program has brought many lessons of thrift to the secondary schools. Thrift clubs and saving clubs have been organized in the schools. These clubs have been valuable in helping pupils to understand sound economic principles.

The creative arts program should have a place in the curriculum. Such a program would be helpful in providing for individual needs and the release of emotions.

There is a special needed approach to education which should

be developed at any cost; namely, a more effective coordination between the home, school, church, and other community agencies. With this approach there would be set up an adult-youth educational program which would aid in developing good citizens. For youth to share in the adult community services, is the realities of life being brought to hand. Youth must be given the opportunity to participate and contribute to the needs of society, for the future of our democracy depends upon the provisions we make today for the training of our youth. To some extent the youth of the country have felt a responsibility toward the war effort. The Schools-at-war program provided opportunity for youth to help the country in several ways; namely, the collecting of scrap, buying and selling war stamps and bonds, contributing to the United War Fund, aiding in the air-raid duties, and preparing for emergencies in the first-aid classes. There has been increased appreciation of war-time responsibilities in the secondary school. Teachers throughout the country have commented on the citizenship values of the pupil's work in the war drives. Democratic citizenship habits may be expected as an outgrowth of these experiences in a democratic living situation.

Today there is a more penetrating interest being taken in international and inter-racial affairs. To teach youth to face international situations and inter-racial relations brings keen insight which no textbook recitation could ever accomplish. To have adults and youth study these problems during such a time as this is indeed great teaching and effective preparations for years to come when these pu-

pils will be the leaders of the world's affairs.

The secondary school should provide its youth at least the following experiences and services:

1. Organized teaching.
2. Educational and vocational guidance.
3. Library services.
4. Curricular activities.
5. Work experiences—with and without pay.
6. Proper lunch facilities.
7. Health services—These services should provide for medical care, nurse assistance, dental care, nutritional and psychiatric care.
8. Recreational instructions — With camp experiences.
9. Creative arts.
10. Special peace-time services.

The secondary school pupils should be privileged to work in community enterprises such as: the churches, the stores, the clinics, hospitals, offices, libraries, recreational centers, and other wholesome enterprises. The youth of America should be taught to look forward to accomplishments and seriously survey their opportunities. Such could be the influence of the secondary school.

Let us re-examine the existing educational institutions and services of the community to see what experiences they offer which our young citizens need. The test which determines the efficiency of the school system is the effect that the curriculum has upon individuals.

The secondary schools are democratic institutions only when they provide each pupil the opportunity to work at tasks commensurate with his ability, so that each pupil is benefitted to the fullest extent and prepared to live a worthy life in a democratic society.

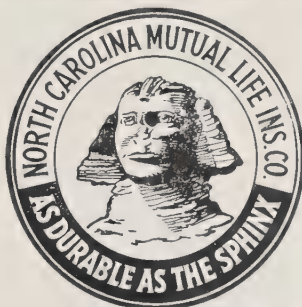
Local Unit Committee Activities

(Continued from Page 8)

similar letters, promote local programs to educate the public on need for and benefit from federal aid, keep teachers informed regarding provisions of federal aid bills and promote discussion of the provisions in Association meetings and public forums, invite qualified speakers to discuss federal aid programs, cooperate with NEA, NCEA, ATA, and NAACP in activities promoting federal aid.

The Executive Committee or President's Advisory Council should be composed of all elected officers, chairmen of all standing committees, and representatives of the administrative and supervisory personnel of the area. The Executive Committee is the advisory council and does the over-all planning of the local Association program. This committee should hold regular periodic meetings and should hold additional meetings as they may be called by the president to act for the local Association in emergencies.

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Number 2

March
1946

North Carolina Teachers Record

Official Publication of the North Carolina Negro Teachers Association



DR. ELLEN WINSTON

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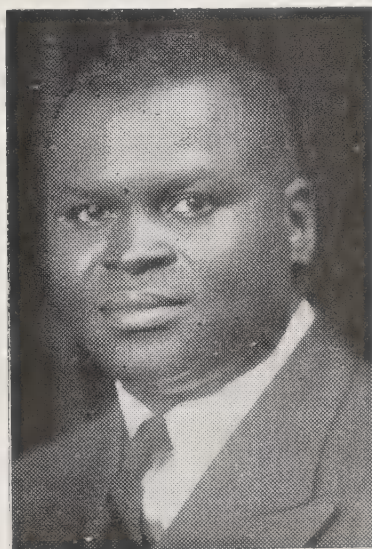
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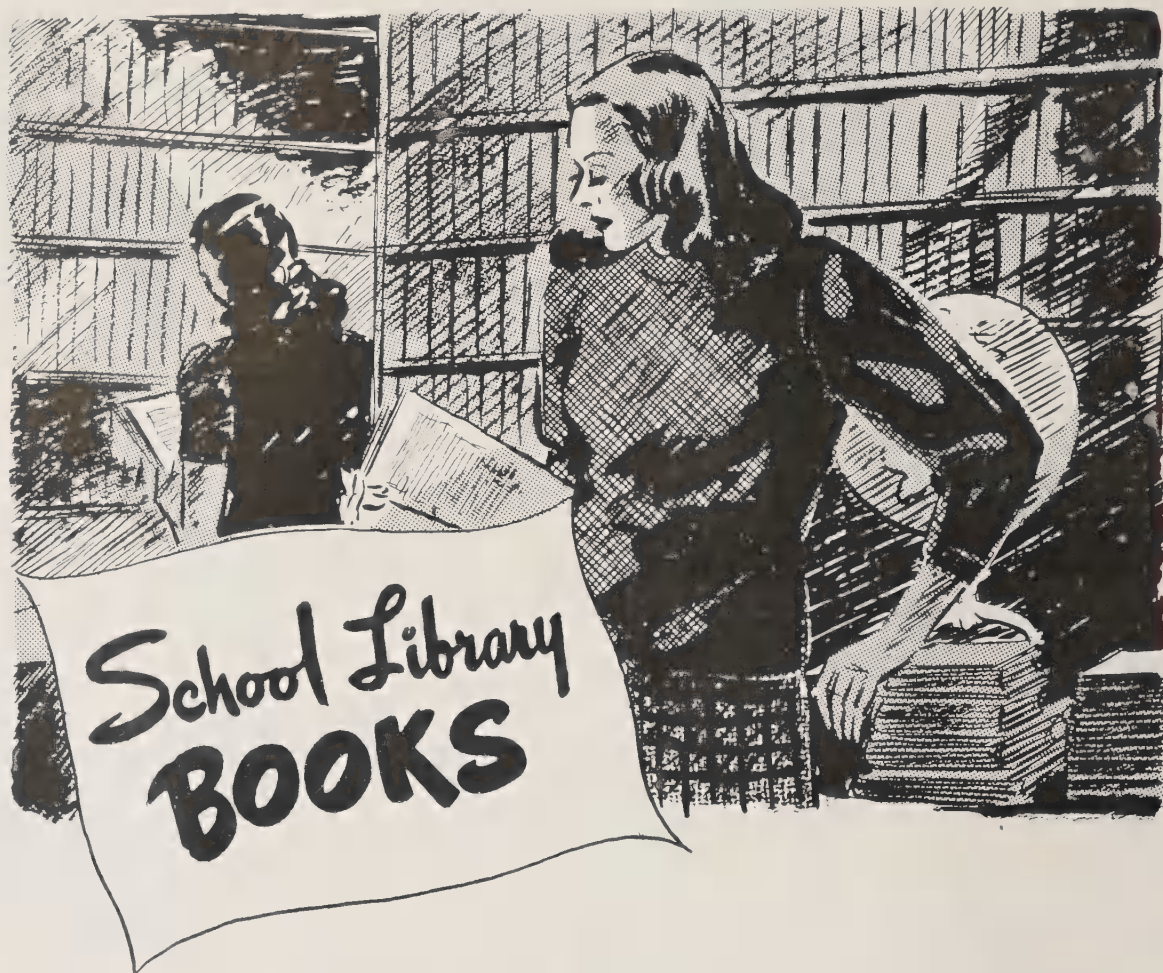
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North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

VOLUME XVII

MARCH, 1946

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A Message From the President

Fellow Teachers:

The resignation of Dr. Harold L. Trigg has elevated me to the presidency of the North Carolina Negro Teachers Association. I am glad of this opportunity to serve you, and to serve with you in increasing the usefulness of our association to all the teachers, and through them to all the children of the State.

In 1944 at the meeting in Raleigh, I made a motion to raise our fee from one dollar to \$1.50, and as soon as the assembled teachers voted overwhelmingly in favor of this motion, I made a motion that the association set aside \$1,000 annually to purchase a home for our association. The teachers voted favorably on this motion. As a result, at the end of this year we will have \$3,000 set aside in this building fund.

My predecessors in office have through their wise leadership of the association built a strong and unified organization of Negro teachers with members in practically every county in North Carolina. Your present president feels that it is now time for our association to have a tangible and substantial symbol of this strength and unity. To this end, I make the following proposals for your consideration and cooperation:

1. That every Negro teacher in North Carolina become affiliated with the organization. Supervisors, principals and individual teachers are urged to aid us in an every-teacher-a-member campaign.
2. That we build strong and effective district and local unit organizations. To further this end the executive committee has already voted to invite all district presidents and chairmen of sections to attend the executive committee meetings. In this way we hope to keep the central organization and the district organizations keenly alive to plans, policies and needs of each other.
3. That more money be allowed the districts for their meetings. The program of the district meetings should be so planned and organized as to inspire teachers to improve their teaching. To this end the program should provide both the opportunity to hear theories discussed and the opportunity for teachers to observe and participate in demonstrations of the best teaching techniques and procedures.
4. That the Negro teachers of North Carolina build a permanent home in Raleigh, North Carolina. It is my proposal that we build this home within the next two years.

At the next meeting in April the president will set forth in detail the plans for building such a home.

If these proposals are adopted and carried to completion by the Negro teachers of North Carolina, our association will take on new life and energy and will be in a position to wield a dynamic influence upon the educational, economic and political institutions of our State.

Sincerely yours,

JAMES T. TAYLOR
President

Tentative Statement of Working Policies and Principles From the Governor's Commission On Study of Merit Rating of Teachers

Importance of the Teacher



EDUCATION is regarded as the most important business of society. The school is the recognized agency through which society achieves its education. The teacher is the chief instrumentality in the conduct of the school. Upon him will depend largely the quality and kind of education which society has. The importance of the teacher, therefore, cannot be over emphasized.

Responsibility of the Commission

The Commission understands its responsibility to be one of study. The nature of the report to be made to the Governor would depend entirely upon the findings resulting from an exhaustive and a careful study of the subject. Any other position or attitude would be unscientific and indefensible.

Some Definitions

1. *Teacher*, as understood in the study, means classroom teacher, principal, supervisor, and superintendent. Unless otherwise indicated, the term will have that meaning wherever it occurs.

2. *Merit* is an all inclusive term which represents the quality of performance and competency of classroom teacher, principal, supervisor, and superintendent.

3. *Rating* is the means, both factors and methods, which are employed in determining merit. It implies that there are degrees of merit which may thus be revealed and established.

Assumptions

1. Training and experience are accepted as two factors which determine merit, and should be considered basic in any salary schedule.

2. Any system of rating, based upon factors other than training and experience, perhaps first would be tried out voluntarily and experimentally by a few local school units.

3. There would be no difference in salary due to sex, race, or type of teaching position (classroom teacher).

Principles

1. Any system of rating teachers for salary purposes must be anchored in the child and his welfare. Child here means all children, regardless of race, place of birth, or economic status.

2. The actual salary in any schedule must be large enough to attract and to hold the best possible teachers. This means an ample beginning salary, but even more it means a liberal ultimate salary. For the classroom teacher, the ultimate maximum salary on any level of training should be at least twice the beginning salary.

3. All factors or criteria which determine merit should be objective, measurable, and scientific. Otherwise personalities, politics and other pressures may be determining factors.

4. While the criteria should be objective, they must not be ends in themselves, otherwise, teaching

may become sterile and mechanized.

5. The factors which determine merit must be those which (1) encourage all teachers to grow professionally while in service, (2) give unity and coherence to the entire teaching force so that there may be cooperation in all teaching efforts rather than professional discord, and (3) cause the teacher to have such devotion to his work that he will give his best efforts to it.

6. Any system of rating teachers should have as an objective only good school personnel. Any other objective would do violence to Principle 1.

7. As a means of having only good teachers, there should be (1) a high degree of selection of those who may teach, together with the best possible education before one is permitted to enter upon teaching, (2) a probationary period during which the new teacher would be on trial, and would prove his general fitness to continue as a teacher, and (3) a democratic program of in-service teacher education which would be shared by and participated in by all teachers.

8. A good teacher must be defined if there is to be a basis for the use of factors which determine merit.

9. Any system of rating teachers must be acceptable to the organized school personnel, and be judged as fair, just and workable.

January 12, 1946.

Building A Stronger State Teachers Association

By NELSON H. HARRIS

Professor of Education at Shaw University and member of the Research Committee



WE are living in a rapidly changing world, a world which is characterized by many significant political, economic, social, and educational changes. Today is indeed a challenging age, an age which offers opportunities for increased enlightenment, a greatly enriched and expanded educational program, an economy of extraordinary productivity, genuine equality of educational opportunity, adequate housing facilities for every American citizen, a functioning health program, the right of all people to earn a living on equal terms, an enriched spiritual life for all, and a desire to live and work for the day when men and women will recognize each other as brothers and sisters, and as members of one human family. More and more, teachers and members of other professional groups must use their spiritual and financial resources to assist in the realization of such a day. We as teachers in North Carolina can use the financial resources of our Association to accelerate the building of a more stabilized and functioning organization, whose influence would help to develop educational, economic, political, and social security for ourselves, the members of our race, and the citizens of our State at large. The age in which we live places new responsibilities upon us. Yesterday has gone, and a day of increased problems and needs is appearing. Therefore, old patterns of adjustment must be changed or modified if we are to keep pace with the changing times. For example, our Association is faced with such urgent needs as the following:

1. An expanded and more inclusive professional magazine.

2. A modern building to serve as headquarters for the Executive Secretary and other officials. It is probable that such a building could afford office space and similar facilities for other organizations, and thereby increase the income of the Association.

3. Full time trained secretarial assistance for the Office of the Executive Secretary.

4. The development of a Department of Civic Education. The time is rapidly approaching when we must become more conscious of the civic and political rights and privileges of the masses of our people. Nothing will help our people more than assisting them in seeing the value of making fuller and more intelligent use of the franchise.

5. The expenditure of more money for research. Keeping the members of the Association informed on educational trends and problems is one of the important responsibilities of our organization.

6. The expansion of our membership drive so as to include nurses, doctors, lawyers, school secretaries, custodians, ministers, business men, and others who are interested in education.

7. The allocation of larger sums of money to our Legislative Committee. We must remember that although we have equal salaries for Negro and white teachers in North Carolina, there are such problems confronting us as more adequate school plants, better equipped schools, a larger number of instructional aids, large school units, more adequate bus transportation facilities, and a greatly expanded curriculum in music, business education, vocational home economics, vocational agriculture, the building trades, arts and crafts, industrial arts, auto-

mechanics, sheet metal, machine shop, aviation mechanics, cabinet making, trade sewing, shoe repairing, dry cleaning, commercial cooking, cosmetology, and the like. The satisfying of these needs would enable our Negro teachers to do more effective classroom work, and would materially assist our boys and girls in their school and community adjustments.

8. A drive to increase the number of strong local professional organizations. No organization is stronger than its local units. We must strive incessantly for the time when every local teacher unit will be blessed with a strong and effective professional organization.

How are we going to meet these needs? We inevitably must increase our membership dues if we are to make available these significant and much needed services. This is the way state associations throughout our country are providing for these definitely urgent and basic services. We need only to inquire of our doctor about dues in the American Medical Association or of local labor unions about the investment they are making to become aware of the comparatively small sums we contribute to our professional organizations.

An analysis of the state association dues as paid by organizations in the forty-eight states and in the territories would reveal that only four of these associations have lower membership fees than we have. The state associations to which I have referred are controlled predominately by white people, but the comparison is valid since in North Carolina the same salary schedule prevails for both white and Negro teachers. At present, the dues for the state association for white people in North

Carolina are two dollars, but this organization is already considering plans to increase this fee to at least three dollars.¹ Rapidly changing economic conditions and the need for greatly increased teacher and community services are making this move necessary.

A review of the 1945-46 budget of the Virginia Association for Education will give you a picture of what Negroes in one of our adjoining states are doing for themselves and their fellow citizens. For your convenience the author is listing this organization's 1945-46 budget below.

THE VIRGINIA ASSOCIATION FOR
EDUCATION BUDGET FOR 1945-46²

President:

Travel	\$ 100.00
Office Expense	25.00
Headquarters Office	500.00
Office Rent and Upkeep.....	600.00

Executive Secretary:

Travel	1,000.00
Salary	4,000.00
Equipment of Office	1,000.00
Educational Activities	250.00
Clerk	1,500.00
Convention Program	500.00
Executive Committee, Travel	300.00

Publications:

Bulletin	3,000.00
Releases	500.00
Research Secretary	100.00

Treasurer:

Salary	80.00
Office Expense	10.00
Secretary of Civic Education	400.00

Auditor:

Salary	20.00
Travel	25.00

Affiliations:

Negro Organization Society ..	5.00
American Teachers	25.00
Association for Study of Negro Life and History	25.00
Salary-Equalization Committee ..	1,000.00
Savings Account	300.00
Miscellaneous	66.00

\$15,331.00

This budget is made possible largely by means of a three dollar membership fee coming from each of the 5,000 or more teachers and interested citizens associated with the organization.

In conclusion, it is the author's sincere hope that we as members of the North Carolina Negro Teachers Association will continue the work which we have so nobly begun by dedicating ourselves to the realization of new aims and tasks with the hope and faith that

North Carolina Teachers Association Evaluates Teacher Merit Ratings In Hearing

The North Carolina Teachers Association was invited to send representatives to Raleigh on Saturday, February 9th for a hearing before the Governor's Commission on Study of Merit Rating of Teachers. A similar hearing had been held with representatives of the North Carolina Education Association on January 12th at which time it was expected that the attitude of organized educational workers in the state toward Merit Ratings as a basis for rewarding superior teachers in terms of salary increases would be brought to light.

Publicity about the meeting with North Carolina Education Association representatives in January stated that this was to have been a public hearing and accordingly a North Carolina Teachers Association delegation presented itself to the Commission at that time. They were asked to come back a month later for a separate hearing.

A strictly professional evaluation of the whole plan of Teacher Merit Ratings for purposes of salary adjustment was prepared by North Carolina Teachers Association Committees for Research, Legislation, and Planning and a statement of principles was presented to the Governor's Commission for discussion and a basis for future study.

The North Carolina Teachers a more functional American democracy will evolve as a result of our having lived and served. The age in which we live calls for a spirit of fairness, tolerance, love, unselfishness, service, truth, honesty, a sense of values, social-mindedness, a recognition of the supreme worth and dignity of every human being, and a genuine desire and willingness to use freely our spiritual and financial resources for the building of a more beautiful world for all.

Association statement was presented to The Commission by a committee of five; James T. Taylor, president; J. A. Tarpley, retiring president; L. E. Boyd, chairman, legislative and planning committee; J. B. McRae, chairman research committee; and W. L. Greene, Executive Secretary.

At the conclusion of the hearing the Commission voted to ask the NCTA to appoint an Advisory Commission from the Association to assist in the future activities of the Governor's Commission. In a subsequent special meeting of the NCTA Executive Committee Dean J. B. McRae was named Chairman of the Advisory Commission. Other members of the Advisory Commission are: L. E. Boyd, N. H. Harris, Mrs. Janie W. Hemphill and J. A. Tarpley.

Legislative and Planning Committee members attending the hearing were: Dr. R. P. Daniel, Raleigh; L. H. Hall, Salisbury; N. L. Dillard, Yanceyville; T. Jeffers, Gastonia; Mrs. Bessie S. Wilder, Scotland Neck; A. H. Peeler, Greensboro; W. B. Wicker, Sanford; S. C. Smith, Greensboro; D. M. Jarnagin, Chapel Hill; W. R. Collins, Smithfield; F. J. Rogers, Wilmington; and S. E. Duncan, Reidsville.

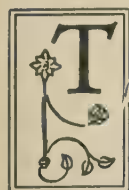
Representing the Research Committee were: Dean J. B. McRae, Chairman, Fayetteville; Dr. N. H. Harris, Raleigh; and W. L. Greene, NCTA Exec. Secretary. Additional representatives of local associations registering their attendance were: Mrs. Dollie M. Sanders, Smithfield; Mrs. Janie W. Hemphill, Charlotte; M. W. Akins, Raleigh; Miss Buelah Moore, Charlotte; M. D. Williams, Raleigh; W. G. Byers, Charlotte; and E. M. Barnes, Wilson. A few others attending did not register.

¹ North Carolina Education, Sept., 1945.

² Va. Education Bulletin, Jan., 1946.

Relationships of the Teacher to Colleagues And The Profession

By MRS. LESSYE JONES STINSON
Shawtown High School, Lillington



THE PROFESSION of teaching in the United States enlists the services of approximately a million persons each year, nearly one per cent of our entire population.

Thirty million pupils and students come under the profession influence of these teachers during a year. At every level of the educational pyramid, with its several million pupils in each of the lower grades and its four million pupils on the secondary level, the one constant element of vital significance to those who go to school is the teacher. It is with the human relationship of the teacher with herself and to her colleagues that I am going to deal.

Every profession permits itself the occasional vanity of placing its own relative importance very high. Giving to one's own vocation the premier rating corresponds in its plane of thinking to the child's delight in superlatives, but it should at least have the merit of bringing home a sense of responsibility. By way of negative illustration, we may imagine each of several professions asking what would happen to the world without its services well rendered. Editors **could** poison or stagnate all our minds, and bankers **could** ruin us all financially. Viewed similarly, what would happen to society if teachers failed us?

Modern democracy demands as the essential minimum result of the teacher's work in public education a literate citizenry. Universal education is to the present world a social necessity. The fast and tensely organized society of today cannot operate except in the medium of a reading public. In its tool-giving function of bringing all to the level that makes possible the reading of street signs, traffic directions, business documents,

newspapers, books, popular education may even be thought of mechanistically as one of the means used to keep us safely going.

The responsibility of the school is not discharged in giving to all the mere tools of further culture. Inspiration toward worthy tastes and right leadership may be more essential. There are prophets who see our highly literate and unafraid world "going no where under full steam." Assuredly leaders were never more urgently needed; the school must find and inspire them. If it fails in meeting this responsibility, the mere fact that the per cent of illiteracy has nearly reached the vanishing point will receive little notice when the history of the present age is written. Being able to read does not of necessity greatly help in saving us from the effects of a leisure that should promise higher living but in reality seems to be threatening destruction. The public takes it for granted that teachers are not alone safety for the present, but inspiration and hope for the future.

There is the general notion that teachers are not a practical lot. They are out of the rude jostle of immediate competition. They work for money, but no one can see them out hustling to collect it. They often seem to be concerned with impractical things like principles and ideals, which may not seem to be of tangible consequence. There is often and inevitably some difference between their teaching of human situations and the same events and transactions as they occur in practice.

Teaching is a profession, not a trade. It is a loosely organized profession because of the great diversities of training, culture levels, kinds of work, and permanency of vocational interest among its million members.

Hazy popular notions about the

teaching profession exaggerate the disadvantages and shortcomings of teaching as compared with other professions. Teachers have much at stake in securing acceptance of correct notions about schools and teaching, and they need in particular to be intelligent themselves about their own profession.

It is an obligation of all teachers to work for greater group or craft consciousness among members of their profession. They need to know the leaders and literature of education and to use its terminology accurately. Teachers need to use the results of scientific research in education analytically and intelligently and to contribute to scientific advancement of education. Teachers of today enjoy the results of the work done by professional organizations of the past, and they owe allegiance and active support to their own professional association of the present. Strict observation of professional ethics by all teachers is enjoined upon all who wish increased recognition of teaching as a profession.

Teachers are able to solve alone some of their technical educational problems; other educational questions can be answered only through community cooperation. Whether problems are unprofessional or in part extraprofessional, satisfactory solutions will come soonest where teachers are most intelligent and best agreed. "There is nothing in the universe that I fear but that I shall not know all my duty or shall fail to do it." Mary Lyon. The viewpoint assumed is that of the teacher as an observer of himself. I study me. I, projecting the ideal and unattainable, make an inventory of **myself** who actually **am** but might in some respects be different. As a cold picture an ideal is not worth sketching since it is by definition beyond reach.

(Continued on Page 12)

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May, and October by the
North Carolina Negro Teachers Association

W. L. GREENE Editor

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Vol. XVII MARCH, 1946 No. 2

The Sixty-Fifth Annual Convention

After an enforced vacation due to war-time transportation difficulties the Association is on the way to completing a full program for the 65th annual session. Again Raleigh is the host city and the schools and colleges of Raleigh and Wake County will assume the task of entertaining the members of other units throughout the State for the three-day session. The lack of public housing facilities in the South for members of conventions such as ours makes it necessary for citizens of the host city to share their homes with us if our attendance is to be in sufficiently large numbers. Likewise, public eating places are inadequate for the accommodation of the total number who ordinarily attend our statewide conventions and many of us again will depend on the domestic hospitality of the host city for our comfort while attending the sessions. Our debt of appreciation to the citizens of Raleigh will be higher this year than at any time in the past because of the housing shortage in this area. Greater sacrifices will be necessary on the part of our hosts and all of us should be in a mood to reciprocate the kindnesses we receive. Costs will be higher than ever before for the ordinary necessities. But we have the assurance that the members of the Raleigh Teachers Association and the Wake County Teachers Association will sell us to their friends at a fair ceiling price which we will pay cheerfully and in the spirit of understanding fellowship.

The first General Session will be held in the Raleigh Memorial Auditorium. The music for the program will be furnished by the organizations cooperating with the local teachers association. Honorable Graham H. Andrews, Mayor of Raleigh, will deliver the main address of welcome with appropriate following from

the Raleigh and Wake County teachers. The response will be from the western section of the State. Dr. Ellen Winston will be one of the guest speakers at the First General Session. This will be the first opportunity of our whole body of teachers to hear Dr. Winston who, as Commissioner of Public Welfare, will play an important role in securing better conditions of daily attendance in our schools.

Dr. Marshall L. Shepard, Recorder of Deeds, District of Columbia, will give the theme address at the opening session of the sixty-fifth annual convention. Because of the importance of our convention theme, "Education for Living in a World Community," and the ability of Dr. Shepard to speak pointedly to that subject; we cannot urge too strongly that everyone possible attend the opening session to get the inspiration coming from Dr. Shepard's address.

At a special session to be held on Friday afternoon, Dr. R. H. Jordan, Professor of Education Emeritus of Cornell University, will address the members of the General, High School, and College sections. Dr. Jordan is an outstanding authority in the field of the so-called "Extra-curricular" activities. How they best become an integral part of the whole curriculum will be better understood by those who hear Dr. Jordan.

Dr. Clyde A. Erwin, State Superintendent of Public Instruction, will address the Second General Session, Friday evening. Then, fittingly, after Dr. Erwin's treatment of the convention theme as we see it practically, the concluding address of the public sessions will be delivered by Mr. Aubrey Williams, Editor, The Southern Farmer, Montgomery, Alabama, and former NYA Administrator. Mr. Williams, as national administrator of the NYA, made contacts in the State and got an insight about our youth problems which added to his pioneering in the improvement of democracy qualifies him eminently to point out our relation to the rest of the world in making a new order of peace and progress.

New Challenges Facing Us Now

Two articles in this issue are significant to us because of the status imposed upon professional organizations by the general post-war adjustment. Dr. N. H. Harris' article dealing with the building of a stronger Association is a research finding of the type we may expect from our new Research Committee. North Carolina has become an educational leader and Dr. Harris points the way to continued leadership for our Association. President Taylor's letter is likewise deserving of thoughtful re-reading. Our forward looking leaders will get us beyond the stage of apology and deserved criticism if we follow the suggestions growing out of their serious study of trends in education, their purposeful research, and their broad contacts with the progressive leadership of the nation.

All teachers and friends of education attending the convention this year should plan to stay through the business session. President Taylor promises in his letter published in this issue to outline his full

program of progress at the final session. The stock criticism that the business session is not interesting except to a few who play politics probably will not be so valid this year, on one condition. That condition is—that the rank and file of the teachers come to the final session prepared to participate in constructive action for our professional advancement. The business sessions of the sections are potential clearing houses of teacher opinion on the issues to be discussed and actions to be taken at the business session. We have one outstanding example of this already. The Elementary Section, the Associations largest, requested the whole of Friday for activities which they have planned for themselves. The Executive Committee gladly granted this request and arranged a special feature for other sections whose program agenda had not become so full. As other sections and departments develop their own ideas of operating within the organization, it may be expected that the convention will be organized to promote the activities and interests developed. The business session, after all, is but the setting of the necessary machinery for the operation of the whole program of the Association. If all of us come to the business session with constructive plans to enact for the part of the Association we represent, we may expect less filibustering and a maximum of interesting program making.

Dr. Trigg Goes Forward in Our Region

Dr. Harold L. Trigg, elected President of the Association last March, had elaborate plans for the Association's development during his administration. His call to become Assistant Executive Director of the Southern Regional Council came as a compliment to our organization and as a challenge to us to carry on ever more nobly. Dr. Trigg's role in the development of our large number of accredited high schools will never be a small part of the total history of American education. His role in molding the pattern of the Association, especially as a member of the Executive Committee, has been significant. As associate editor of the RECORD, Dr. Trigg contributed many scholarly articles and encouraged many others with something to tell to put their ideas into readable articles for our common sharing. As a spokesman for our cause before the councils of State, Dr. Trigg was no mean diplomat. His role as a churchman gave him ingress where a less pious person would have had to approach more cautiously and with less assurance of a sympathetic hearing. In all this the objectivity of the outgoing president's philosophy was his finest attribute. With this passion for the scientific he persuaded the superintendents of many school systems of the State to have surveys of their high school needs used as a basis for locating high schools serving colored youth. In many counties, as a result, the development of high school curricula was enhanced because too many high schools too small to grow in breadth of curriculum were effectively discouraged. He gave us much while he served us and the Association and was without choice as to whether he would leave us. The remuneration in the new

position offered him was so much above that possible at present in any similar position within the State that his enlightened self interest dictated that he accept the promotion. Let us hope that influences bearing upon his work with the Southern Regional Council will be such that when inventory is taken a decade hence we can say that a president of our Association went farther south and helped bring into being a better order of human relations because he used the techniques of objective science and Christian truth to guide his acts.

The following editorial from the JOURNAL AND GUIDE poses one of the biggest problems encountered in making over into reality the theme of our coming convention. It may suggest something about our patterns of thought, even though the pattern of action following may not be clearly indicated. Let's take the "thought challenge" presented and see whether we have to revise our concept of the total purpose of our endeavors.

"Dr. Davis Offers Us Some Food for Thought"

"The aim of all segregated educational institutions should be to work themselves out of a job." That was the arresting phrasing given by Dr. John W. Davis in an address at Hampton Institute on January 27 in which his theme was the emancipation of the race from an outmoded educational system and philosophy. It is a strikingly apt statement of a deeply important thought. In short, he means that Negro-education is a misnomer and that there is only education, and that any prefixed or hyphenated education is a contradiction of terms.

Negro-education, remarked the able president of West Virginia State College, "is based on an educational theory which postulates doctrines of the minimization of personality, social and economic mediocrity, and second-class citizenship." In substitute for that, he would have an educational theory which "points to the education of free men in a free society and the emancipation of the body, mind, and souls of black folk."

In support of his advocacy of the proposition that segregated educational institutions should work themselves out of a job—by which he means that they should strive for that type of society in which the causes and reasons for racially segregated schools and colleges will not exist—Dr. Davis thoughtfully adds this reminder for those who would hesitate out of an overriding self-interest:

"No white man and no Negro has ever been sidetracked from immortality by championing the cause of the common man. The education of Negroes calls for a leadership which is both courageous and dangerous. Risks must be taken to develop Negroes whose competence will cause them to be sought in jobs not limited to race."

"It is trite to say so, but Dr. Davis has certainly offered us some food for thought.

"Think on it."

A Tentative Evaluation of the Proposed Merit Rating of Teachers for North Carolina

From The North Carolina Negro Teachers Association

The North Carolina Negro Teachers Association asks that the Governor's Commission on Merit Ratings for Teachers give serious consideration to the statement of principles which follows:

1. (a) It is not apparent from reports coming from teachers in the field and from the public that there are any serious objections to or defects in the present method of rewarding excellency in teaching.
 - (b) Tangible evidence has not been brought forward to show that our present system of rewarding teacher worth is not securing and maintaining a high calibre of teacher personnel for North Carolina; for the indices of training and experience of teachers in this State are well above the average for the nation.
 2. The relative merit of teachers should be based upon valid and objective criteria. It cannot be denied that merit systems are framed around intangible personality traits which defy objective and quantitative measurement; therefore, it cannot be successfully and validly estimated to what extent such intangibles enter into teacher excellency. This thesis is substantiated by the expert opinion of such specialists in educational research as Reavis and Cooper, Moehlman, Stephen Corey, and Shannon.
- Reavis and Cooper's study reveals that there is no agreement among experts upon a list of merit traits to be used in evaluating teacher worth. Such lists were found to be as varied as to type and numbers of traits as the persons evolving them.
3. Any merit system built upon subjective and non-measurable estimates of teacher worth tends to breed conflicts, dissensions, distrust, and favoritisms which conspire to destroy the over-all morale of any teaching staff and, in many instances, supervisory and administrative staffs as well.
- Too often under a merit system superintendents, supervisors, and principals find themselves unwittingly measuring personal biases and prejudices toward and the civic and social activities of teachers which have nothing to do with teaching success as reflected in the learning activities of pupils.
4. The cost of a merit system which would function with satisfactory equity to all would be prohibitive in comparison with the resulting gains in pupil learning that it might achieve. It has been estimated that the inauguration of a satisfactory merit system would necessitate the doubling of our present supervisory staff. At present supervision in this State is grossly inadequate simply because, as has been often publicized, we do not have the money for the supervisory program.
 5. In the very nature of the case the inauguration of a merit system in North Carolina with its 170 administrative units would mean setting up 170 subsidiary merit systems with varied criteria of evaluation of teacher worth which, in all probability, would not be reciprocal where teachers move from one unit to another.
- Without a doubt, the taxpayers of North Carolina will not be willing to see approximately \$52,000,000.00 per biennium be-

ing spent for teachers' supervision and salaries apportioned in terms of subjective estimates tempered with probable prejudices and biases of these 170 different administrative units.

6. In regard to a Statewide examination as a major factor in the criteria of merit, studies show that there is little functional connection between a teacher's score on an examination and that teacher's performance in the classroom. Yaukey found little correlation between ratings received on examinations and the actual teaching excellence in the classroom; for he got correlations ranging from .001 to .760 with an average of .260. He drew the conclusion from his study of 11 teachers' examinations that from a scientific viewpoint no wholly satisfactory examinations had been devised.
7. We concur in the conclusion drawn by Moehlman after an exhaustive study of the opinions of teachers and administrators, that the best system of rewarding teachers is an automatic schedule, basing salary on training and experience (such as we have in North Carolina) because it is simple to operate and offers no opportunity for favoritism.

Respectfully submitted,

James T. Taylor,
President

J. A. Tarpley,
Retiring President

W. L. Greene,
Executive Secretary

L. E. Boyd,
Chairman Legislative
Committee

J. B. McRae,
Chairman Research
Committee

Some Desirable Qualities Needed In Teachers

By D. F. WALKER

Principal Edenton High School

The teacher needs to be well rounded, effectively a participant of society in addition to having resources of scholarship and practical competency. Especially do teachers need to know and understand growing children and be able skillfully to guide and instruct them. A ready recognition of group obligations is a measure of group professional spirit. To ignore these obligations is to deny the existence of a profession, while to discharge faithfully a duty gives dignity to the teaching profession and wins for it public support and respect. The essence of a profession is obligations. Generally teachers become lost in the details of their daily work and let the mechanics of teaching obscure the large spiritual elements. Teachers ought to be trained to rise above petty things and survey the high purposes of teaching and their ethical relationships with children, society and truth. Members of the profession must offer themselves bodily and acclaim themselves unashamed,¹ for to claim knowledge which does not exist is folly and will affect the stability of society by changing the spiritual direction of human lives.

The teacher should learn of her personal fitness and equipment through self-surveys, which is perhaps one of the first obligations of a teacher. The profession needs those who have an urge, who seeing the needs of society, feels impelled to provide knowledge, and seeing the need for guidance toward truth and right conduct, feels determined to do something about it.

Few teachers have learned that their personality is the sum of their qualities of body, mind and character. Successful teachers all have strength of personality, which is an asset to any one who aspires

to public service such as teaching. A teacher filled with enthusiasm for her work, who understands growing children and is interested in their individual development is of great importance to any community. There are two main types of personalities—positive and negative. The positive is based upon self-confidence, ambition, and decisiveness, which inspires others, but knowledge without positive personality limits one's success. Young teachers who have selected and been selected by teachers colleges need to know that if their personal equipment for teaching is not any too strong that they may develop personality through effort, improved intelligence, cheerfulness, friendliness and ability to profit by criticism.² As teacher so is the school, thus weak vacillating personality breeds discontent among pupils and stimulate disorder. In general a fine personality presupposes the quality of instruction. The most successful teacher is one who has intimate touch with her pupils. Good instruction then implies intimate relationship, where teacher condescends to the level of the learner and is constantly keeping an eye on the learning process of her pupils.³ Henry Van Dyke has this to say about the teacher, "I sing the praise of the unknown teacher. . . . He keeps the watch along the border of darkness and makes the attack on the trenches of ignorance and folly. Patient in his duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. . . . Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contacts."

In the matter of personality few teachers use their physique to ad-

vantage, yet the successful teacher walks and stands erect, looks the world and their pupils squarely in the face, remembering that physical status, vitality, neatness and good looks are factors of a good personality. It is understood, however, that physical structure is largely controlled by heredity, but through the proper training program one can develop well balanced standing or walking posture. The young teacher needs to know that the control of facial and bodily expressions serve somewhat as indices of personality. The art of being well balanced physically and emotionally is poise, which factor adds dignity and respect to the individual. Teachers then should be taught that good health and self-control are assets for the profession. Regular physical examinations by a competent physician are valuable, for teachers need to build up a storehouse of vitality which can be brought into play against the drain of daily toil. It is suggested then that there is a value in planning work on a long time basis, so as to provide for recreation. When the energies are used up in the daily duties the body becomes unfit, thus a state of poor health. This state of being causes a loss of self-control, through fear of consequences and anger. All young teachers then should cultivate daily those elements of character that make for ease and grace. In addition to the need for development of self-control and self-confidence is a need for the development for respect for self and others. A good teacher should possess initiative and organizing ability, for teachers must be able to receive instructions and carry

¹ American Council on Education. *Teachers of Our Times*, pp. 172-73.

² *Ibid.*, pp. 163-68.

³ Reese, Webster, *Personality and Success in Teaching*, p. 24.

them out effectively. This means that teachers should be trained to bring themselves face to face clearly and squarely with their problems and come to some definite decision quickly and easily. A teacher should not be a teacher unless he or she is striving along with others for a better world. They should not serve teaching with the left hand and destroy it with the right hand, thus the profession requires that teachers be constantly adjusting the curriculum to the demands and potentialities of the surrounding culture, as well as to the pupils. Individual teachers cannot improve the teaching profession, but through professional organizations, teachers can develop a professional consciousness with the support of their colleagues. Teachers must if they expect to render service to the school and community be constantly advancing in new knowledge, skills and ambitions.

Relationships of the Teacher to Colleagues and the Profession

(Continued From Page 7)

Neither would the realistic I be worth an attempt at objective analysis as an end in itself. No one cares anything about analyzing unless discovery of all the present self looks forward toward the ideal. The picture which the self-observer makes of his *Me* will be inaccurate, blindly charitable, or unreasonably censorious, but it will be seldom static. Discovery of an undesirable trait or mere suspicion of its existence lessens its objectionable manifestations. Few teachers who take the role of self observer are so blind or so sanguine of their own rightness that they fail to find personal or teaching qualities in themselves which they would like to change. Even more unthinkable is the teacher who could find nothing in himself which he could justify. Self observation and study for the first would be useless; for

the second an utterly discouraging experience.

The teacher stands in a peculiar relationship to his own work and career. An unanalyzed life may be a blind life; it will not be the fullest life, and it will lack the push that self understanding should give it. But aside from the growth that results through self-evaluation of his vocation, the teacher can afford to form his own impressions of his career. He needs to be more independent in his personal and vocational orientation and to be less affected by the ready-made judgments of those who do not teach.

The observer's analysis quickly finds the professional qualifications of *Me* and those that are professional. The two poses run through every discussion of the teacher. There is always *Myself*, with certain tastes, manners, general characteristics, and ideals, and *Myself*, the teacher, with training and skill in a vocation. Less than in almost any other calling can personal qualities and manners be kept out of the vocational column.

Teachers sometimes seem to resent the fact that they apparently have so small a province of manners and character to call their own, to be themselves, to live their life in. The nature of their work irrevocably decrees the vocational significance of manners, character, and personality; and most teachers never challenge the decree. They accept this peculiarity of their work when they first really sense what it means to teach.

By way of illustration, the use of uncouth language is a liberty and apparently an enjoyable privilege to persons in many occupations; vocationally it makes no difference how they talk. Low taste and linguistic crudeness with them have only personal, not professional or occupational, significance. With the teacher even language has very direct negative vocational consequences. In just this way a host of

personal attributes transfer themselves into vocational resources or liabilities.

If my vocation has made a "regular school teacher" of me and if my associates use that expression in speaking of me, what does it mean? There is nothing unique about the fact that my work will do something to me if I stay in it. My neighbors in other callings are rapidly taking the shape into which their business pushes them. They talk as their vocational colleagues and I talk as a teacher. They talk as much of their shop as I do of mine. They do this as a matter of course and do not know that they are doing it. I know that I talk shop because books on education tell me that I should not. Shop talking is not peculiar to teachers, but they know what the phrase means. Neither are shop manners characteristic of them alone.

Teachers are supposed to be especially exposed to the manner pedantic and the manner dogmatic. Knowing so much it becomes easy to "know it all." The young teacher may start with the bumptious conceit of books; he knows much and positively. Older teachers acquire the conceit of habit and, we are told, of immunity from contradiction. The latter may be mildly doubted by those who know modern school children; it is a rare teacher who would find being contradicted an unusual experience. This conventional accusation against teachers was made a hundred years ago, when, if we may credit available records, pupils did not often contradict teachers. Teachers who have heard much about their manner pedantic have probably removed occasion for complaint on their score, but each new teaching generation needs to be on guard.

When one takes the viewpoint of an observer of himself, his observations are themselves incitements in the direction of growth and progress.

School teaching carries vocational predispositions toward certain mannerisms and modifications of personality. Being forewarned is to be forearmed.

Serious vocational effects upon the teacher's health are in the field of conjecture and inference rather than of scientific information.

Food, sleep, elimination, exercise, posture, breathing, health and dental exam need to be viewed in relation to the nature of the teacher's work.

Growth in the general qualities of personality may be encouraged by choice of vocation, cultural reading, associates, hobbies, and avocations and through intelligent thrift applied in the teacher's own business. Improvement in specific characteristics may be achieved by intelligent study of each characteristic when it appears in action to be defective. Improvement is often a matter of apprehending circumstances and undramatically rehearsing appropriate behavior.

"If the world is to be kept friendly, the school will have to keep it so."—Susan M. Dorsey. The teacher's colleagues are those teachers with whom there are contacts and relationships in the daily work of the school. No particular status of superiority is involved, as in the case in dealing with superintendent, principal, or supervisor. Each is admittedly independent of the other in teaching and managing his own room, class, or subject. Yet, with all this independence, it is often within the power of one teacher to determine whether the work of another shall be pleasant and successful or full of unhappiness and all but impossible of success. Opportunities for displaying cooperation or the lack of it are numerous; the individual teachers attitudes toward problems which concern all teachers are so important that they may represent the difference between a teaching corps, or faculty, and a group of individualists working under the same roof but not together.

A long list of personal qualities could be assembled as characteristic of teachers who are popular with their teaching colleagues. Cooperation which volunteers help and uphold another's ranks high. Fairmindedness expects no superior privileges, shifts no blame, acknowledges all responsibility, and expects all to have full credit for what one has achieved. The discreet teacher knows when to talk and when to be silent, silence being the rule in all confidential relationships of individual colleagues or groups of associates.

Case Study of a Third Grade Boy

By MRS. L. B. FREDERIC

East End School, Goldsboro, N. C.

(1) Family Background

Father neglected family, engaged in rackets. Court record. Desertion. Moves to S. C. for rehabilitation, returns after 3 years. Engages in farming. Industrious mother. Taught older children of the family.

(2) The Boy at School

13 Year Old Boy

Delinquent. Plays truant. Indifferent toward home and school. Grudge against father. Retarded.

(3) Significant Facts

(a) Typical case of home relationships: Father failed to buy the suit promised at the end of harvest. No confidence.

(b) Home influence: Unpleasant home-life. Lacks companionship. Lacks guidance.

(c) The boy's attitudes: Likes outside activities. Never attended Sunday School. Likes responsibility.

(4) The School Plans for the Boy

Changes To Be Made in The Individual

1. Understandings and attitudes which will make for a happy home life.

2. Democracy in family life. Social responsibilities.

3. A redirection of energies.

4. Sense of achievement.

5. Satisfying relations with others.

6. To see beauty in nature.

(5) Plans Made to Bring About Changes

(a) At home: Mother has plan to attempt to establish cooperation and companionship between father and son. Does father's evening chores who works at night. Mother will see that he gets suit. Older brother takes him out. Will join scouts.

(b) At school: 1. Acts as truant officer for the class; 2. Leads a group of collectors in a science activity; 3. To work out project on photography; 4. Discuss Sunday School lesson weekly.

(6) Progress

1. Absent one day this month.

2. Brought in two pupils and collected the school fees.

3. Found a need to read and write.

4. Wants to attend Sunday School.

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Raleigh, N. C.

Some Known Facts About Infantile Paralysis

By CHARLES H. BYNUM

Assistant Director of the National Foundation, New York

Schools are particularly concerned with infantile paralysis because this disease finds its greatest incidence in school-age children. Perhaps you have read that we do not yet know how to prevent epidemics of infantile paralysis; that there is no known drug that will cure it, no known method of immunizing against it. It is true. We do lack this necessary and vital knowledge, but let us look at the known facts.

Nature of the Disease

Infantile paralysis is a communicable disease caused by a virus—a micro-organism too small to be seen by ordinary microscope. We know that the virus is frequently found in the secretions of the throat and in the intestinal wastes of patients, but we still must discover how the virus passes from person to person. The virus, upon entering the body, usually makes its way to the central nervous system where it lives and grows, feeding upon nerve cells. The resulting injury, or in some cases destruction, of nerve cells causes paralysis.

Who Is Attacked

It has long been known that the poliomyelitis virus makes no distinction between rich and poor, country or city dweller. When all the population of the country is considered, however, it is estimated that, on the average, only about one person in 10,000 will develop the disease in any one year.

Symptoms

One piece of safe advice for parents of your youngsters is that they look with suspicion upon unexplained fever, attacks of vomiting, headache, or signs of a cold that occur while infantile paralysis is epidemic. An especially suspicious symptom is stiff neck or back. The doctor may find it necessary, in obscure cases, to withdraw some of the spinal fluid for laboratory tests. Parents must be quick to agree to this procedure for early treatment is of great importance.

It is believed that if the disease is diagnosed promptly and patients given adequate medical care in the early stage, the chances are much better for return to normal health.

After-Effects and Treatment

Only a small proportion of those who have infantile paralysis are permanently crippled. Also, there are mild cases in which there is no paralysis at all. The fact is not widely known that about half of the patients who develop paralysis will recover from it without special treatment, although we can not predict which these will be. Many of the remaining patients with paralysis can be helped so much by modern methods of treatment that they will recover normal health. For many of those who are permanently crippled, something can be done through orthopedic surgery and physical therapy. Few indeed can not be helped, for modern treatment has aided greatly in lessening the crippling effects of the disease. Until lately, it was common practice for the affected muscles to be confined in casts or splints on the theory that they needed absolute rest. Now trained physical therapy specialists apply hot packs to relieve the pain and muscle spasm, and special exercises for the affected muscles play an important role. If so much damage is done by the disease that paralysis is permanent, a surgeon, in some cases, may be able to transplant muscles so that parts of healthy ones can do the work of those injured.

The School's Role

Part of the task of The National Foundation for Infantile Paralysis is to disseminate such information as is available. Its work is not only to further scientific studies in prevention and treatment, but also to spread knowledge. It is to the teaching profession that the National Foundation turns for aid in the latter phase of its program. First, the schools can help to spread

the known facts about the disease and in so doing may reduce the unreasoning and excessive fear that often afflicts both children and parents during an infantile paralysis epidemic. Secondly, the schools can help by spreading the knowledge that communities can prepare beforehand to meet an outbreak of this disease. They can discover whether there is an adequate number of nurses and doctors available who are acquainted with the signs and symptoms of infantile paralysis and who know the modern methods of treatment; they can determine whether the hospitals are willing and able to admit large numbers of infantile paralysis patients.

The Local Chapter's Role

The National Foundation for Infantile Paralysis stands ready to serve you. In North Carolina there are 99 Chapters of the National Foundation. All are supported by funds raised in the annual March of Dimes and no victim need go unaided because of lack of funds. Local hospitals may call upon Chapters to provide respirators, hot pack machines, physical therapists, and other assistance needed in the treatment of polio patients. When necessary, parents may ask Chapters to aid in meeting the payment for hospitalization, medical and nursing service, orthopedic appliances and transportation to and from hospitals and clinics. The North Carolina State Representative of the National Foundation is Mr. C. H. Crabtree, 511 Capital Club Building, Raleigh, North Carolina. He is prepared to guide the activities of the Chapters in the state in cooperating with health, education, and welfare authorities, and can assist you in making contact with your Chapter chairman when aid is needed.

You are invited to write to The National Foundation for Infantile Paralysis, 120 Broadway, New York 5, N. Y., for up-to-date information and publications.

HEALTH STORY

By ROSE LEARY LOVE

620 E. Boundary Street, Charlotte

MORNING

Ding — Dong!, Ding — Dong!, sounded the big bell in the hall.

In the little white and green rooms, number of little boys and girls began to tumble out of bed. They turned back their bed covers, took off their night clothes and hung them up to air. Then they combed their hair and were dressed in a few minutes.

"We must wake our new playmate," said little curly-headed Tom and with a skip, hop, and jump he was soon at Sammie's door.

"Wake up, Sammie!" he called. "The children are dressed and waiting for you."

Sammie slowly opened his eyes and yawned. He said, "Oh, go away, Tom! I don't want to get up so early. The Good Health Fairy brought me up here to rest. I thought I could sleep as long as I wished in this land, and now you are telling me to get up."

"Don't feel so badly about getting up, Sammie," pleaded Tom. "I felt the same way when I first came here, but after I formed the habit of getting up at six o'clock, I like it much better. I wouldn't go back to my old lazy way for anything. Get up this time, and you'll be glad because you'll feel better, too."

While he was talking, the big bell in the hall rang again and again, Ding—Dong! Ding—Dong!

"Oh! hurry Sammie," said Tom. "The children are ready for the tooth-brush drill. I don't want to be late for we have so much fun."

"Have fun cleaning teeth! Who ever heard of such a thing!" said Sammie. "I haven't ever gotten any fun out of scrubbing mine, and I don't think I will."

"But just wait until you try our way, and you wouldn't miss a drill for anything," said Tom. "We make a game out of washing our teeth."

"How many times a day do you have this drill," asked Sammie?

"Twice each day, once in the morning and again at night before we go to bed," answered Tom.

Just at this minute the Good Fairy peeped in the door and gave Sammie a cheery good-morning greeting. Then she asked Tom if he would like to go to the "Tooth Paste House" for the morning paste. "Sammie may go with you, if he likes," she added.

"We'll be glad to go," said Tom. "I want to show Sammie the things in this house that help to keep our teeth so bright."

Sammie was delighted to hear that he would have a chance to peep inside the cute little house. He bounced out of bed, put on his clothes and combed his hair in a hurry.

"I'm all ready," he said.

Tom took his hand and the two little boys skipped merrily through the hall. Out into the yard they went and down the path to the "Tooth Paste House." All along the path were banana trees just full of ripe, yellow bananas. There were some apple and orange trees, too, and all were loaded with big, juicy fruit.

"Let's stop and eat some fruit. I do like to eat bananas and oranges," said Sammie.

"But we haven't done our Health Chores," said Tom. "We always clean our teeth and wash our faces before we eat in the morning. Don't you?"

"Oh! sometimes," said Sammie. "But I'll wait this morning until I do my Health Chores. My mother always told me to wait."

"The Good Fairy says so, too, and I think she and your mother know best," said Tommie.

Down the walk they hurried to the Tooth Paste House. It was a little white and red house that stood among some tall pretty trees. The walls and roof were made of big tooth paste boxes. All along the sides were stacked little tubes of tooth paste and hanging from

the top were rows and rows of little white and red tooth brushes.

"What cute little brushes!" said Sammie. "This must be a tooth brush factory. I never saw so many in one place. Do you use all of these at one time?"

"Oh! no," said Tom. "This is the supply house. The Good Fairy always keep enough for us to get new ones when our old ones wear out. We always have plenty of paste, too, so that we can keep our teeth very clean. You must remember that we scrub our teeth twice a day. But let's hurry Sammie because the children are waiting for us to bring their paste."

The two little boys piled their arms with little red and white boxes and hastened back to the bath room.

The children and the Good Fairy were waiting for them.

"Just in time, boys," she said. "We are ready to begin."

She talked to the children about the pearls in their mouths, and how they must always take the best of care of them by brushing them daily, straight across and up and down so that no food would remain in them. Then she told them to finish their Health Chores, and that she would be waiting for them in the dining room.

Each little white mug was soon filled with water and each little brush was busy scrubbing little teeth. The children sang this song over and over as they worked.

Straight across, Straight across,
Don't forget a row.

Up and down, Up and down.
That is the way to go.

Then the little brushes were hung up to dry, and in a jiffy the little children were at the wash basins singing,

Face, neck, ears, and arms.

We will wash today.

Then we'll eat our breakfast fine.

And be ready for our play.

Sammie followed the lead of the

(Continued on Page 17)

The Meaning of Easter

By MISS W. ODELLE SPELLMAN

14th Street School, Winston-Salem, N. C.

"FOREWORD"

Have you wanted to give a seasonal play and you couldn't find a suitable one? Well, that was the situation in which the 5A teacher found herself. The play scheduled was an Easter Play. A few plays were found but they were not on the fifth grade level, while others were rather light and did not teach a lesson. A good play has a moral. The teacher wanted her play to be more than a presentation. Consequently, the teacher, with the help of the class, decided to write and present "The Meaning of Easter" based on the Bible version of the Crucifixion.

The Meaning of Easter

Characters: Mother, Kay, Bill, Jesus, Judas, Thieves, Soldiers.
(Mother comes in from town with a shopping bag full of articles. Bill and Kay, who are sitting in the living room, rise.)

Bill—Oh, Mother, Kay and I have been talking about the beautiful clothes that we would like to have for Easter.

Kay—Yes, Mother, you know Sunday, April 21, is Easter and Bill and I would like to have new clothes to wear.

Mother—Now, children, Father and I cannot afford to buy new clothes for you just to wear on Easter. I thought that you were happy with the clothes that you have. Let me see your clothes. (Turns children around.) Your clothes are as good as new. There are no holes in your clothes and the only thing that I see wrong with you, is that, you neglected polishing your shoes. Also, Father and I bought you new clothes last month. Clothes are for service and not for show.

Bill—(Patting Mother gently on the shoulders) Now, Mother dear, Kay and I didn't mean to worry you.

Kay—Oh, no, Mother, not for all the world and all the Easter bonnets.

Mother—For a minute you puzzled me and I could only look from one to the other. I want you to be happy. Father and I have

had to make many sacrifices this year in order to provide food, clothing, and a shelter for you.

Remember, our country has just come out of war and prices have gone up. Many people all over the world are starving. Many people are out of work and if conditions don't get better we might share the same fate.

Kay—Mother, you have shown us so clearly why we should be satisfied.

Bill—Mother, I realize how fortunate we are and I am very thankful. But— but— the dream that I had did something to me.

Mother—Bill, tell me the dream. Maybe I can help you. Mother, you know, can solve all problems. I'm a great believer in dreams. The Bible tells us that Joseph was a dreamer and all his dreams came to pass.

Kay—Bill, tell Mother the dream just like you told it to me. Maybe she will like it as well as I did.

(A loud knock is heard at the back door.)

Mother—Kay, open the back door for the grocery boy.

(Kay makes her exit and dresses for the drill.)

Bill—I dreamed that Kay and I were in an Easter Parade in a far off land. Many children were in the parade. All of us had on new Easter bonnets, new hats, and bright colored clothes. Kay and I led the parade and we were the proudest of all. All of the children were happy on that Easter Sunday morning and looked so beautiful. Even nature was of the same accord. Flowers sprang at our feet. The gentle April breezes kissed every cheek and left it rosy. A smile played on all the children's lips, as they danced to the sweet music of "Easter Parade." I can hear the music now. Oh! Mother, can't you hear it?

(Music is played. Bill and Kay lead a drill to the tune of "Easter Parade.")

(Mother watches with eager eyes. The others exit leaving Kay and Bill.)

Mother—That was a beautiful dream, but children, that is not the meaning of Easter. Come, dears, and I will tell you the real meaning of Easter. (Children sit down beside mother.)

Mother—The story of Easter is centered around Jesus, who was born of Mary. He was born to save the world from sin. He was usually accompanied by 12 disciples and went around helping people and teaching the Christian religion so that the world would be a better place in which to live.

Bill—Mother, is this the same Jesus that we have been studying about in Sunday School?

Mother—Yes, there is only one Jesus—Jesus Christ of Nazareth.

Kay—Well, I've heard that his works were wonderful. He could raise the dead, heal the sick, make the cripple walk, and even make the blind see.

Bill—He must have been a great man—one who was loved by everyone.

Mother—He was the greatest of all mankind but he was not the best loved. He performed the greatest services but instead of getting praise there was jealousy. Not all the people were jealous, however, only chief priests and elders, because the common people looked to Jesus as a Savior.

Kay—Did Jesus know that he had enemies?

Mother—Yes, he knew that he had enemies. He did good deeds for them, too. He said that you should do good for evil. The enemy could not get to Him very easy for His twelve disciples usually accompanied Him and they didn't know which one was Jesus. Even so, everything

went well until the night of the Passover.

Bill—What was the Passover?

Kay—Mother, do tell us about the Passover.

Mother—I will tell you about the Passover later—but, right now, go and tidy yourselves a bit, for I am expecting company. When you finish, come back and I will continue the story. (Children skip off stage.)

Mother (Prays in the center of the stage)—Dear God, help them to understand the real meaning of Easter.

(Curtain.)

(As the curtain rises, Jesus is seated around the table with the twelve disciples eating. As the curtain rises, Mother speaks.)

Mother—A Passover is an annual feast of the Jews in memory of the sparing of the Hebrews in Egypt when God killed the first born children of the Egyptians. After the Passover, Jesus felt troubled, and, leaving the disciples, he went off to Himself and prayed.

(Soldiers enter.)

Soldiers—We want Jesus! We want Jesus! Show Him to us! Show Him to us! We don't know Him, but we want Him.

Judas—I know Him. What will you give me if I show Him to you.

Soldiers—Thirty pieces of silver! Thirty pieces of silver!

Judas—Follow me. The man whom I kiss will be Jesus.

(Soldiers, seizing Jesus, throw Him from one to the other.)

Soldiers—Kill Him! Crucify Him! Kill Him! Crucify Him. (Repeating the same while they exit.)

Judas (Judas wrings his hands and cries.)—What have I done! I will hang myself!

Kay—Mother, couldn't the other disciples help Jesus?

Mother—No, Kay. They were helpless.

Bill—Couldn't the governor help?

Mother—No, Bill. The governor, who was Pontius Pilate, knew that he was not guilty, but he was powerless. On the next morning a terrible thing happened.

Curtain.

Jesus is on the cross between two thieves. Many people are hovering around. All sing, "Were You There When They Crucified My Lord." Soldiers nail Jesus to the cross and pierce Him in the side.

Mother—Jesus was hung on the cross between two thieves. The soldiers mocked Him.

Soldiers—If you can save others, why not save yourself and come down?

Mother—All the time he never said a word. He prayed, cried, and hung His head and died. That was on a Friday. We have been calling that day "Good Friday" ever since. On Easter Sunday He arose from the dead.

(Mother gathers children around her with outstretched arms toward the cross.)

Mother—And that, my children, is the story of Easter.

Health Story

(Continued From Page 15)

other boys and girls, and in a few minutes all were ready.

The Good Fairy came back to remind them that breakfast was served, and the happy little children went down the hall to the big dining room. They took their seats at the long tables on which were bowls of warm cream of wheat and oatmeal. Pitchers of rich creamy milk were on either end, and by each plate was a red, juicy apple just waiting to be eaten by a little child.

Sammie wanted to say that he

didn't like oatmeal or cream of wheat, but the Good Fairy blessed the table and told them to begin before he had time to whisper it in her ear. Before he knew it, he had eaten two bowls of oatmeal and drunk two glasses of milk.

"I'm beginning to like this place fine," he said to himself. And oatmeal makes you feel real good inside. I must eat some of Mother's when I go back home.

African Primitive Life of Sierra Leone—\$2.25

By *CARRIE GUERPHAN HARGRAVE*

Published by the Author, 803 Chestnut St. Wilmington, N. C.

Here is a book written by a North Carolina teacher which is both an account of her experiences as a teacher in Sierra Leone and a presentation of interesting facts about an African region which was the ancestral home of many American citizens.

The chief impression gained from a single reading of Miss Hargrave's book is that of the sincerity of the author in her attempt to interpret the culture of the Sierra Leone region to her fellow Americans.

Miss Hargrave has been able to put into words an effective appeal to the reader's imagination which leads one to visualize the environment of the people of a region and to sense the charm of personality which she found in a group, relatively unspoiled by many of the vices of modern civilization.

The book is written in a frank, straightforward style which does not attempt to employ figures of speech to tell what the simple facts, properly worded, tell with greater effect. This is one of the books which will justify its place in any home, school, or public library in the country because of its interesting portrayal of the life and culture of a part of the world which has contributed so much to the art, music, and ethnic composition of contemporary American life.

THE GROWTH OF NORTH CAROLINA

Newsome-Lefler, World Book Co.
New York, 1942, pp. 472

The word unique hardly encompasses all the unprecedented progressiveness and features of this story of North Carolina History. The book is without an equal from the standpoint of teaching and study aids. And where is there another southern history text book which treats of the Negro, without bias or patronage, as simply a legitimate part of the social, economic, and political history of the South?

This textbook is divided into eleven units with an appendix as fecund as the text. The units are further divided into smaller divisions in which from four to seven subjects are treated. At the beginning of each unit, there is a short story with concluding questions to motivate interest in the unit. At the beginning of each smaller unit there are also questions or statements which definitely give one urges to read. At the end of each smaller division (or chapter) there are challenging exercises which ask, "How well do you remember?" and other questions of completion—matching and multiple choice type by which the pupil or teacher may check on the comprehension of the reader. Finally, blocked off and emphasized by dark, heavy printed words are the essential facts contained in the lesson.

Some unusual features of the appendix are a biographical sketch of fifteen of North Carolina's most outstanding leaders and a list of suggested readings for pupils and teacher.

The story of the settlement of North Carolina, of course, takes its background in the foment of conditions in Europe and comes forward to 1941 discussing the powerful and benevolent force of the New Deal. Herein, we have the growth of North Carolina to 1865 with all

Teacher's aim—To teach names of letters, their phonetic sounds, similarity and differences in words, reading, writing, language, collection and construction.

I took large brown sheets of wrapping paper and wrote in bold manuscript writing, three inches from the top of each sheet, a capital letter and the small letter. I then wrote in a straight column under the letter words two inches apart that start with the letter above as follows:

A a
Ann
apple
as
at
airplane

The children brought pictures and cut them out. We found as many pictures as possible to match each word, and pasted pictures opposite them.

We made a story for each letter from A to Z as follows:

My name is A a
Sometimes I am big A
Sometimes I am little a
When I talk I say (Give the sound)
You can hear me and see me
in these words, Ann, apple,
as, at, airplane.

I made hectograph copies of each story. We read them in class. Each

its successes, trials, and tribulations of the nineteenth century. Herein, we are told the part North Carolina played in secession and Civil War. Then we have Secession, War, Abolition, and Reconstruction. In every period there is clear, simply-phrased discussion of political, economic, and racial factors in the most non-partisan manner. It is text books like this that will bring us ever nearer to that American ideal, Democracy.

—Mildred Martin Hill.

A Dictionary Project

By MISS SADIE B. GRANTHAM

Beginners Teacher, School Street School, Goldsboro, N. C.

child took one story home every day to read, giving the name of the letter, its sound, and naming the words that start with the given letters.

They practiced writing these stories in their tablets at home. The pupils who could not write the whole story wrote a whole page of one line in it. They brought their stories back the next day and received another to take home and work with.

We worked on this project daily for three weeks. At the end of the first week we had a writing contest. The children are divided into three groups. All groups wrote at the same time for fifteen minutes. Each group's papers were placed in a separate pile and judged by our supervisor. The best writers in each group wore a blue ribbon home.

We planned and gave a demonstration of our work as follows: Twenty-six children were given one of the large brown sheets with a letter on it. The pupil who held the letter A came forward and told his story; then B and so on until Z.

Two other pupils came up with sheets of paper. These were for the back of the book. One sheet was plain. The other sheet had the words, "Our Dictionary" printed in large red letters. The pupils fastened the sheets in order between the backs of the book, then held it up and said, "Behold our dictionary."

The following outcomes were derived from the project:

(a) Pupils learned the names of all letters in the alphabet and their sounds.

(b) Better formation of letters, spacing and keeping on the line.

(c) Reading smoothly.

(d) To talk clearly and distinctly.

(e) To look for similarity and differences in words.

(f) Collection and construction.

General Outline of Convention Program

Suggested Time Schedule to Be Observed by General Section

Department of Foreign Language Teachers, Department of Home Economics Teachers, Department of Vocational Agriculture Teachers, Department of Industrial Arts Teachers, Department of Music Teachers, Department of Physical Education Teachers, Department of Librarians, Department of Extension Educators.

Thursday, April 18, 8:00 p. m.—First General Session. Friday, April 19, 10:00 to 11:00 a. m.—Whole Section Meeting; 11:00 to 12:30 a. m.—Department Meetings—Suggest this time for meeting of Music, Library, and Physical Education Departments to reach Ele. & H. S. teachers. Schedule general items at this time; 12:30 to 1:30—Lunch hour; 1:30 to 3:00 p. m.—Department Meetings (cont.); 3:00 to 4:30 p. m.—Special Session for General, High School, and College Sections; address by Dr. Jordan on the philosophy of integration—the main address should begin about 3:45; 8:00 p. m.—Second General Session. Saturday, April 20, 10:30 a. m.—Third General Session—important.

Suggested Time Schedule to Be Observed by College Section

Thursday, April 18, 8:00 p. m.—First General Session. Friday, April 19, 10:00 to 11:00 a. m.—Section Meeting; 11:00 to 12:30 a. m.—Visit other sections, etc.; 12:30 to 1:30—Lunch hour; 1:30 to 3:00 p. m., Section Meeting (continued); 3:00 to 4:30 p. m.—Special Session with High School, and General Sections—featuring Dr. Jordan's address on integration; 8:00 p. m.—Second General Session. Saturday, April 20, 10:30 a. m.—Third General Session—important.

Suggested Time Schedule to Be Observed by High School Section

Department of High School Principals, Department of Mathematics and Science Teachers, Department of English and History Teachers.

Thursday, April 18, 8:00 p. m.—First General Session. Friday, April 19, 10:00 to 11:00 a. m.—Whole Section Meeting; 11:00 to 12:30 a. m.—Department Meetings—Suggest this time for any committee work, restricted group meetings, or relatively less important department activities to enable members of departments to share in sessions of Music, Physical Education, and Librarians Departments; 12:30 to 1:30—Lunch hour; 1:30 to 3:00 p. m.—Department Meetings (cont.); 3:00 to 4:30 p. m.—Special Session for High School, College, and General Sections—Dr. Jordan's address, to begin about 3:45. will be of special interest to high school activity directors and principals; 8:00 p. m.—Second General Session. Saturday, April 20, 10:30 a. m.—Third General Session—important.

Suggested Time Schedule to Be Observed by Elementary Section

Department of Elementary Supervisors, Department of Elementary Principals, Department of Gram-

mar Grade Teachers, Department of Primary Teachers.

Thursday, April 18, 8:00 p. m.—First General Session. Friday, April 19, 10:00 to 11:00 a. m.—Whole Section Meeting; 11:00 to 12:30 a. m.—Department Meetings—Suggest this time for any committee work, restricted group conferences, or relatively less important section activities to enable members of the section to share in the sessions of Music, Physical Ed., and Librarians Departments; 12:30 to 1:30—Lunch hour; 1:30 to 3:00 p. m.—Department Meetings; 3:00 to 4:30 p. m.—Department Meetings—Suggest that members of departments in the Elementary Section who happen to direct high school activities in connected high schools try to finish by 4:00 o'clock and hear the address on the special session program. Friday, April 19, 8:00 p. m.—Second General Session. Saturday, April 20, 10:30 a. m.—Third General Session—important.

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NORTH CAROLINA HISTORY

Told by Contemporaries—
Hugh Talmadge Lefler

University of North Carolina
Press, 1934

The author's purpose in writing this book: "To meet a practical need in the teaching and study of North Carolina History" is fully realized in the wealth of information he furnishes in his textual materials. It is a source book which, beginning in the year 1524 and coming up to the present day, presents original documentary material that is of utmost importance and heretofore, practically unobtainable by students or teachers. This book is to North Carolina History what Commagers' *Documents of American History* is to American History.

I find the comments by Lefler on various documents delightfully non-partisan. The arrangement of the material is chronological. There is a bibliography and an index. Herein, one finds state constitutions, laws, legislative documents, messages of governors, advertisements for runaway slaves, and excerpts from letters and diaries. A whole chapter has been devoted to "the Negro in North Carolina prior to 1860" in which he, like two other southern gentlemen of this state, has done a most admirable and courageous handling of what is still "TNT" in all southern states: he has "with justice for all" discussed the plight of the Negro, not blaming any one, in a most objective and unprejudiced manner.

The non-partisan and "justice for all" attitude is not patronage just for the Negro; it was also evident in his presentation of both sides regarding "the Mecklenburg Declaration" and "Mecklenburg Resolves."

One regret regarding this book is that it is not generally known to school teachers of North Carolina. Whether this is due to lack of state adoption as a supplementary text or to lack of reviews in Educational Journals is not known. I only know it is a mine of information too good to go unmined.

—Mildred Martin Hill.

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THIS Is Election Year!

MINUTES

Special Executive Committee
Meeting

February 9, 1946

The Executive Committee of the North Carolina Negro Teachers Association met in a special session, Saturday afternoon, February 9, 1946, at the office of the Executive Secretary, 115 East Hargett Street, Raleigh, North Carolina.

The meeting was called to order by President James T. Taylor. He presented the matter of appointing an advisory committee to the Governor's Commission on Merit Ratings for Teachers. The members named were: Dean J. B. McRae; Chairman, Dr. L. E. Boyd; Dr. N. H. Harris; Mrs. Janie W. Hemphill; and Mr. J. A. Tarpley. This action followed a motion that Chairmen of Legislative and Research Committees be members of the Committee and that nominations be received for other members. A motion to elect those named was carried.

There was a motion that the Executive Secretary be authorized to submit an estimate of the cost of renovating the office and securing needed equipment with the provision that the unexpended budget balances could be used for this purpose. The motion carried.

A Raleigh committee on arrangements for the 1946 convention was appointed by President James T. Taylor and the members of the committee named were Mr. M. W. Akins, Chairman, Dr. N. H. Harris and Mr. M. D. Williams.

A general discussion of the building fund was held concluding with a definite suggestion that the President express his views to the teachers through the NORTH CAROLINA TEACHERS RECORD.

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OFFICIAL PUBLICATION of the NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

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Organization of Local Units N. C. Teachers Association



IN PURSUANT of the order of the Executive Committee at the January 12th meeting, the following suggestions are hereby submitted for consideration in organizing Local Units of the State Teachers Association. Lack of time and pressure of other important matters prevented an overall canvass of cross sections of State Associations throughout the nation, but reference is made to the Local Units of the N. C. E. A. whose hand book and manual have been of inestimable value in producing this scheme.

Purpose

I. The purpose of local units is to carry on a continuing program of the State Association for the promotion of those activities which may be set in motion at the Annual Convention; each annual convention becoming a culmination of, as well as, a set off period for the unending cycle of educational activity.

Composition

II. The local units should be composed of the members of the N. C. Teachers Association as follows:

1. College Presidents, professors and teachers in college.
2. Teachers of a County Administrative unit.
3. Teachers of a city administrative unit.
4. Teachers of an individual school.
5. Other interested educational workers.

Relationship With Parent Body

III. Local units should be set up under the direction of the Executive Secretary of the Association and chartered by the State Association under the provision of the constitution of the Association. They should establish constitutions in accordance with such charter toward a higher degree of professional insight into educational uplift and development by:

1. Providing for adequate organization of educational activities of in service development.
2. Providing for a continuation of the resolutions arrived at during the annual conventions.
3. By providing for regular convocations of members for free expressions upon affairs of educational development.
4. By submission of periodic reports upon the activities of a local unit which might inspire others to greater activity.
5. The local units should collect dues and submit same to the Executive Secretary or, by and with his supervision, to the District conventions.
6. They should elect and send delegates to the annual con-

vention as provided for in Article III, Section 2 of the constitution of the association.

7. The local unit should keep a journal of its activities and include them in a well edited hand book to serve in the exchange of ideas developed all over the area.

Method of Establishment

Since local units are provided for in the constitution of the State Association, the Executive Committee is in duty bound to encourage the establishment thereof by chartering the present existing local units and by ordering the Executive Secretary to go ahead at full speed in the promotion of functions of the association.

Respectfully submitted,

H. V. BROWN.

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A Proposed Program to Increase Pupil Participation in School Activities

By MISS D. R. WALKER

Sixth Grade Teacher, Richard B. Harrison School, Selma, N. C.



UCH thought has been given, and many words spoken and written pro and con on the subject of pupil participation in the control of school activities. Well known, early educators saw very definite educational contributions through pupil participation. Since these earlier days many and varied have been the school's experiences in all types and grades of institutions with this device. All experiences have not been successful and in spite of failure, ridicule, and other obstacles the idea has persisted and developed until now many schools have some form of pupil participation even in the elementary school.

As a classroom teacher with particular interest in child development the writer has been impressed with the relative lack of pupil participation in school activities. In general pupils have little or no part in planning school activities and while they do have somewhat greater part in carrying out teacher made plans they seldom get the chance to evaluate what an activity may have been worth.

There must be a program in which each child feels identified as a bona fide member of the school, doing his job and knowing his responsibility and his opportunity. To develop this sense of belonging a program to increase pupil participation should be constructed. Pupils are normally interested in participating in school activities. They will work harder if activities are organized units within their interest range. Initial pupil participation will be facilitated if each pupil is given an opportunity to make the contribution he feels capable of, or to allow and encourage him to select the part he will play.

Any program to increase pupil participation should be scientifically arrived at in so far as resources permit. Essential elements focussed

upon the problem to the end that it will be possible to begin where pupil and teachers now are and proceed toward the development of the optimum participation.

Improved Patterns

Usually pupils participation programs are organized either in terms of home room situations or in terms of total school situations. In both patterns provision is made for democratic living in school, giving excellent opportunities as, the creating and the carrying out of school wide programs of interest to all pupils including assemblies, athletics, orderly movements from classes, conveniences and order in the cafeteria, care and protection of the building and grounds, loading buses, and for general standards of courtesy and etiquette. Such a range of activities readily call for many committees with definite responsibilities and opportunities for advancement based on merit.

Recommendations

After a careful consideration of the educational contributions through pupil participation, it is recommended:

1. That a program to increase pupil participation be set up in the schools to include the following:
 - a. The initiation of a school wide student council for the purpose of providing pupils with opportunities to plan, execute, and evaluate athletics, drama, loading buses and other activities.
 - b. In this organization there should be a major committee on health, vocational preparation, civic preparation as well as on cultural and religious growths.
 - c. This program will seek to use existing resources of the school to a maximum and lead to the improve-

ment and extension of the resources. Special emphasis should be put on the library, bus loading situation, and other opportunities within the present set up.

- d. That in view of the lack of previous preparation of teachers and pupils that a step by step approach be adopted so that pupils gradually take on more and more responsibility as they gain in skills.
 - e. That procedures in establishing and carrying out the pupil participation program shall be based upon, and consistent with the basic principles for securing pupil participation. In addition the program should follow the constances which are indicated in most approved patterns which give pupils opportunity for planning, executing, and evaluating.
2. That a cooperative study program be organized within the teacher group of each school to make specific studies of needs, resources, and media available within the school's area for such a program.
 3. That in connection with the study, teachers will make detailed studies of literature on pupil participation.
 4. That as soon as feasible relations be established with other schools taking a similar program so that there can be an exchange of ideas and experiences by pupils and teachers.
 5. That the activities, when started, careful guidance will be administered from the teacher to insure that the work is carried forward effectively.

(Continued on Page 15)

A Proposed Plan of Revision in the High School Curriculum

By JOHN W. DILLARD

Principal, Madison Colored High School

Any program of curriculum adjustment or revision should be of a long range nature in which there is active participation and cooperation by all members of the school's faculty and the administration. A curriculum formulated by experts and passed on to be used in all schools may be satisfactory in one school system, but totally inadequate in another situation. Therefore, teachers should be encouraged and given the freedom each year to assist in any movement of curriculum adjustment or development. Besides providing a more interesting and fascinating program for the students, this will promote a sense of belonging in the faculty and thereby stimulate in them a desire for professional improvement.

A great variety of definitions for the curriculum have been stated by persons interested in the curriculum building program. A very appropriate statement is made by Dr. Harold Alberty, professor of education at Ohio State University:

The curriculum may be considered as all activities of the school directed toward helping boys and girls to meet their needs, solve their problems, and extend and enrich their interest in such a way as to promote the optimal development of their personalities and the fullest participation in democratic and social living.

Regardless of one's conception of the curriculum there should be three essential determiners in any program of curriculum revision; namely, educational objectives, pupil nature, and environment.

The educational objectives will consist of the school's philosophy and the guiding principles upon which it operates. Every school should have a philosophy that is a living, workable document formed not by some outside agency, but as a cooperative enterprise resulting

from full participation by teachers and pupils. It should be based on the assumption that the ideals of democratic living are central, and should give direction to the school's program. The following basic issues may be considered by a school wishing to re-examine its philosophy:

1. Is the teaching staff as a whole in substantial agreement upon the meaning of democracy, the nature of the individual and the relation of the school to the community and the wider social group?
2. Are the purposes of the various areas of the school consistent and unified?
 - a. Inconsistencies are frequently found among various groups in the school. Professional meetings occur for purposes of curriculum thinking limited by slavish adherence to textbooks by authors of the varied points of view on the value of education. Social science groups, for example, may be committed to transmitting the cultural heritage, while practical arts area may be given to orienting the student in the life of the home and improving that life.
3. Are the textbooks, study materials and methods consistent with the expressed philosophy of the school?
 - a. Many teachers, through material used, teach pupils what to think, rather than how to think.
4. Is the curriculum of the school effective in helping students to explore their abilities, solve their personal problems and meet their needs?

- a. Schools with curriculums stressing college preparation almost exclusively while sending few to college are failing to satisfy the needs, interests and abilities of the majority of their students.

5. Does the school provide adequately for democratic living on the part of the student?
 - a. Social sensitivity, cooperativeness, and reliance upon the method of intelligence are common values accepted by the schools. What provisions are made by the school for the development in pupils of ways of behavior which foster these values? Some schools relegate student participation to extra-curricular activities, leaving the curricular and classroom procedures essentially autocratic.
6. Is guidance an integral part of the total school program, or a function which has grown up in isolation?
 - a. Guidance came about in the school as means of finding jobs for students. Its success led to the employment of the method in assisting students in the solution of their problems. The day-to-day activities of pupils in and out of the classroom should be considered in the same light. However, in the majority of schools, teachers are so much concerned with teaching textbooks that there is little time left for teaching the student and helping to solve his real problems.

Having centered the thinking of the faculty upon the formulation

of a usable philosophy, the next step in the curriculum adjustment program is a comprehensive study of the pupil's nature, his abilities, his capacities and potential motives for education. If it were true that pupil nature is the same irrespective of location, a common curriculum would suffice in all localities. But this is not true. Even in this enlightened age, there are vast differences in the opportunity for education in the urban and rural communities. The administration of tests, examinations and interviews will assist teachers in the determination of ability, needs and problems of pupils. Cumulative records accurately kept from year to year, besides giving inestimable value in guidance, help in adjustment of pupils at different levels of maturation. A list of items, such as the following, may be devised to supplement tests and student record in understanding the students of the community.

1. The number who have attended college.
2. Number likely to stay in the community and earn their living in local industry.
3. Youth attitudes toward school attendance.
4. The holding power of the school and reasons for elimination.

Furthermore, to gain a deeper insight into the nature of its students, the school may form an outline of possible areas of development which might be characteristic of students at different stages of growth. This outline might serve as a guide for the determination of curriculum experiences best suited for a particular level of maturation. The following analysis is suggestive of broad trends in behavior which may prove of value for a particular group of students.

1. Maintaining personal health and promoting healthful living.
 - a. Rapid physiological changes in the body require 10-10½ hours of sleep. Boys and girls engage in strenuous exercise with the same sex. This group does not readily sense bodily fatigue.

- b. Poor posture indicate inability to make adjustment to rapid growth in height and weight.
 - c. Mood changes easily from extreme happiness to dullness and moodiness.
2. Achieving and maintaining a sense of security.
 - a. In this period, youth wants freedom and new experiences outside the home.
 - b. Tendencies are evidenced toward association with gangs, giving little attention to age, intelligence, or social status.
 - c. Occupational interests are frequently developed from association with family, relatives and friends.
3. Developing and maintaining a sense of achievement.
 - a. In this period, youth is interested in experimental activities. He experiences difficulty in concentrating on subjects for a long period of time. Little interest is shown in the opposite sex.
 - b. Antagonistic attitudes develop and there is lessening satisfaction in helping the teacher and going to simple parties.
 - c. Physically restless, youth employs various devices to get attention.
 - d. Vocational interests begin to develop.
4. Developing and maintaining interests and appreciations.
 - a. Early adolescents give little attention to personal appearance and seek association almost exclusively with their own sex.
 - b. They avoid dancing and show self-consciousness at mixed parties.
 - c. There is frequently a manifestation of antagonistic attitudes toward adults.
 - d. Their chief interests are centered around a narrow home environment.
5. Achieving a social outlook on life.

- a. During this period, youth has first experiences in loving another, developing crushes, and in hero worship.
 - b. Religious feelings are based on some fear or guilty feeling.
 - c. Their thinking on common problems is usually motioned by childish wishes or desires.
 - d. They often resort to fanciful, unfruitful and even impossible plans and purposes.

The last determiner for curriculum adjustment, which is environment, will necessitate consideration of the location of the school, whether urban or rural, and the socioeconomic condition of the community life. The acquisition of data in this realm, besides giving strength to the formation of objectives and to the study of the nature of the student, will provide a basis of courses for pupils remaining in the community upon graduation from high school. Data concerning the community may be classified under the following items:

1. Employment opportunities and practice.
2. Necessary preparation for skilled employment.
3. Employers' attitudes toward minority racial and religious groups.
4. Social and religious organizations which influence youth.
5. Community recreation.
6. Standards of living.
7. Population trends.
8. Community attitudes toward education, morals, aesthetics, religion, politics, government and economic system.
9. Pressure groups that affect the school program.

The foregoing discussion points to the vast possibilities in the curriculum revision program of the high school. However, due consideration must be given to the fact that a curriculum designed to satisfy the interest, needs and abilities of pupils is not all inclusive, but is an ongoing process and should be subjected to constant readjustment, continuous revision and periodic evaluation.

From the Hills of Georgia

By GRIFFIN DAVIS

(EDITOR'S NOTE: This article appeared in the January, 1946, issue of Reader's Scope and is reprinted by permission.)



ON WEST is the superintendent of schools at Lula, Georgia. You probably have never heard of Don West. You certainly have never heard of Lula. Most map makers disdain to spot it.

Until three years ago, Lula was just another rural hamlet in the mountainous North Georgia country. Its people could boast of their Anglo-Saxon forbears and their ability to wring a penurious living from the rugged soil. A few had grown wealthy by Lula standards. Some were comfortable. Most were burdened tenant farmers and share-croppers. Some residents could not read or write. Many more were uninformed—ignorant. There was a good deal of bigotry and prejudice. There was hatred of the Negro, whom they knew; of the Jew, whom they hardly knew; and of the "furriner," whom they knew not at all.

Nothing remarkable here certainly. You can find duplicate Lulas all through the South.

But even by rural Southern standards, the school system was pretty bad. The Board of Education was under the domination of a few "rich" reactionaries. The more liberal element, represented by Postmaster J. E. Jones, had broken through the conservative ring in 1937 long enough to get a fine new school built with the aid of Federal funds. But for the most part, the Tories still ruled the roost.

Teachers' salaries remained dismally low. School superintendents came and went; some were fired, others quit in disgust. Their average length of tenure was six months to a year.

In September, 1942, Donald L. West became superintendent. Born on a farm not far from Lula, he had traveled half way around the world before he found his way home. A tall, spare man with regular features, the rugged granite of his own Georgia hills is reflected

in his face. There is a battered quality there too—the imprint left by his never-ending struggle for a better world. For West has been a Rebel in "Rebel Land"; a non-conformist, where it is the custom to conform.

Much of his broad vision he gained from his mother. The West family traced back several generations in North Georgia. They had never owned slaves and, together with their fellow hill folk, had looked with bitterness at the "slavers" in the low country. According to West, both his parents were completely free of prejudice. They tried to live like true Christians.

The harsh struggle for existence on his father's farm made West conscious at an early age of the inequities of life. This awareness imbued him with a deep passion for justice which has been a dominating influence in his life. Despite the fact that he had a scholarship at a college in Tennessee, he imperiled his status by leading a student revolt against what he considered the authoritarian approach of the president of the college. He won out, too.

When he entered the ministry, West ran into disappointments that all but left him frustrated and cynical. People were not yet ready to listen to his warnings that "it could happen here." And those who were willing to listen, were unwilling to do anything about it.

A dreamer and a poet—three collections of his poems have been published—he differed from most idealists in that he tried to put into practice what he preached.

For 12 years he wandered, seeking the road which would lead to that area of the battle where he could be most effective.

He visited Scandinavia, where democracy had achieved its greatest growth. He traveled the highways and the dirt roads of the United States. He preached and he studied, but mostly he studied the problems of his own people—the rural Southerner, the sharecropper, the tenant farmer. And all this time a great conviction was growing in Don West. It was that the

area where he could best be of use was in training youngsters to grow up to be bulwarks of democracy. In his own words, "The school must more than ever become the breeding-ground and brooder-house for the principles of democratic freedom. Schools must truly concern themselves with a philosophy of life built around tolerance and consideration of others."

When Don West became superintendent of the Lula schools, he felt that here was the long awaited opportunity to translate his ideals into effective action. When he arrived at the school, morale among teachers and pupils was at a low ebb. The rapid succession of superintendents had affected not only the teaching program but the discipline as well. Corporal punishment was widely used.

He called his opening week's students together and said something like this: "I have been elected superintendent of the Lula schools. I was born and reared in these Georgia hills. What education I have I have earned through hard work and drudgery on the farm. I am part of you here and I know your problems and how you feel. While I have been chosen as head of this school, I am not going to run it in the general meaning of the word. I am going to let you boys and girls do that and I am going to be here in the role of adviser, friend, and fellow worker. I want you to organize a student body, elect your own officers and representatives from every grade in the school; I want you to draw up your own laws, your own code of ethics, based on your own idea of what is right and wrong. I want your student body to do the necessary disciplining, and I'll do my best to help you make this school one that you will be proud of."

Some of the Board of Education members were aghast, and some Lula residents predicted that there would be a new superintendent within a few months. But West did not stop with his pupils. He went to the parents of his children and to the Board members as well

(Continued on Page 16)

North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Published in January, March, May, and October by the
North Carolina Negro Teachers Association

W. L. GREENE Editor

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MAY, 1946

No. 3

Proceedings of the Sixty-Fifth Annual Convention of the North Carolina Teachers Association

FIRST GENERAL SESSION

Thursday, April 18, 1946

8:00 P. M.

The first general session of the sixty-fifth annual convention of the North Carolina Teachers Association was held in the Raleigh Memorial Auditorium on Thursday, April 18, at eight o'clock in the evening. President James T. Taylor presented the convention theme, "Education for Living in a World Community," in his introductory remarks. The audience then sang "America the Beautiful," which was followed with invocation by Dean W. R. Strassner, Theological Department, Shaw University.

Welcome addresses were made by Mr. J. W. Eaton, President of the Raleigh Teachers Association, and Mayor Graham H. Andrews. The mayor emphasized the great challenge that faced teachers in their attempts to equip the present generation to carry on in this atomic age. Mr. Eaton pleaded for the adoption of a school community program to improve extra-curricular activities and the lives of children out of school. Mr. J. W. Dilliard, Principal, Madison, N. C., responded to the addresses of welcome. Mr. Dilliard pointed out the need of a clearly organized program of school, community, extra-curricular and inter-scholastic activities.

Two principal addresses highlighted the program. The first by Dr. Ellen Winston, State Commissioner of Public Welfare, and the second by Dr. Marshall L. Shepard, Recorder of Deeds, Washington, D. C. Dr. Winston said that the welfare worker and the educator must join forces to advance the cause of all children, "regardless of race, color or creed."

Speaking of the school lunch program, Dr. Winston

said, "The greatest immediate need of the Negro school child is a broadening of the school lunch program to permit impoverished children throughout the State to enjoy the benefits of proper diet, properly prepared. Only 105 of the hundreds of Negro schools throughout North Carolina are participating in the Federal School Lunch program." She explained that often failure to participate was due to the lack of adequate sanitary facilities, but that in too many instances, it is the result of the unwillingness of school authorities to accept the responsibility of the necessary bookkeeping and management.

Other school problems of grave importance, to be worked out by the welfare officers and the teachers, are faulty attendance, training and hospitalization for afflicted and mentally impaired children, and careful teamwork to curb juvenile delinquency. Contrary to general thinking, Dr. Winston says that there has been no noticeable increase in juvenile delinquency in North Carolina.

Dr. Shepard said the educators must gear their training with the tempo of the times. He declared that we should not think of the year as 1946, rather as "2 A. H., two years after Hiroshima." "The scientists have achieved a democracy of death," says Dr. Shepard. The atom bomb, if set free, will destroy all life with no respect for race, nationality or religion, the speaker pointed out.

The teacher's task now is to achieve a democracy of life through the education of our youth to the rights and privileges of all men.

The most urgent task is that of making our democracy work in America, then and not until then may we assume our place in a world democracy, was a point most emphatically presented by the speaker.

President Taylor appointed the following committees:

Resolutions

Dean J. B. McRae, Fayetteville, Chairman.
Mr. A. H. Anderson, Winston-Salem.
Mr. O. R. Pope, Rocky Mount.
Dr. N. H. Harris, Raleigh.
Mrs. M. C. Holliday, Statesville.
Mr. N. G. Byers, Charlotte.
Mrs. C. D. Mann, New Bern.

Nominations

Mr. E. M. Barnes, Wilson, Chairman.
Mr. W. H. Davenport, Greenville.
Mrs. B. S. Wilder, Scotland Neck.
Mr. P. R. Brown, Hoffman.
Mr. N. L. Dillard, Yanceyville.
Mrs. Maude Jeffers, Gastonia.
Mr. D. M. Jarnigan, Chapel Hill.

Extra-Curricular Training

Mr. W. H. Davenport, Greenville, Chairman.
Mr. W. L. Greene, Raleigh.
Mr. S. E. Duncan, Reidsville.
Miss A. J. Kennedy, Clayton.
Mrs. B. Underwood, Rocky Mount.

Constitution

Mr. J. A. Tarpley, Greensboro, Chairman.
Mr. L. A. Wise, Greensboro.
Mr. S. E. Burford, High Point.

SECOND GENERAL SESSION

Friday, April 19, 1946

8:00 P. M.

MEMORIAL AUDITORIUM

Two outstanding addresses featured this session, the first by Dr. Clyde A. Erwin, State Superintendent of Public Instruction, and the second by Mr. Aubrey Williams, Publisher of the Southern Farmer, Montgomery, Alabama.

Dr. Erwin said that the future improvement of the Negro race lay through broadened education. He stated that the goals of the Negro community and the South can be gained "only through the church and the school." To overcome inherited prejudices, the teacher "must begin in the plastic age of childhood before children learn the prejudices of race, and creed and politics." "Men must be taught to live together," the speaker declared.

Mr. Williams emphasized the absence of truth in our Jim Crow slogan, "separate but equal opportunities." He said, "There are no equal facilities for Negroes in the Southern States and that is why we bring up the tail end of everything in this country."

"We are poor because we are deep in conflict with ourselves." "We can never have men living together as brothers until you eliminate segregation—hook, line and sinker." "It is a mockery of the teachings of Christ that white men cannot worship his God in the presence of his black brother," declared the speaker in his closing statements.

Music for this program was furnished by the Fayetteville State Teachers College Choir, directed by Mr. George Van Hoy Collins.

Immediately following this session, the convention social was given at the Washington High School.

THIRD GENERAL SESSION

Saturday, April 20, 1946

10:30 A. M.

GREENLEAF HALL, SHAW UNIVERSITY

This session was opened by singing the National Negro Hymn, after which President Taylor invited all District Presidents to the platform.

In his address, the president emphasized the role of the Negro in "Education for Living in a World Community." He pleaded for an association strong enough to prove a determining factor in the quality and amount of education provided for Negro Children. He outlined procedures followed by the Advisory Committee in connection with the State Merit System. Readers were advised to read the article in the current issue of the Teachers Record for details. Says President Taylor, "Our schools should be a laboratory of democracy. Educate for insight, tolerance and understanding."

Mr. L. H. Hall, Salisbury, congratulated the President on his forward looking address and, after calling upon the body, assembled for a practical appraisal of the working points in the address made by Mr. Aubrey Williams on the previous evening, called for prayer imploring the blessings of God upon the assembly. Dr. H. S. Davis, Oxford, led in prayer.

President Taylor called for the following committee reports:

I. LEGISLATIVE COMMITTEE: Dr. L. E. Boyd.**LEGISLATIVE AND PLANNING COMMITTEE
REPORT 1946**

The Committee has not crystallized its thinking into clear-cut and systematic projected program. However, the Committee has the following ideas which constitute the centers of probable areas of future work for the Teachers Association:

- (1) To implement the President's suggestion for the purchase of a site and the erection of a building for permanent Headquarters.
- (2) To follow through the investigation of and co-operation with the Governor's Commission on Merit-Rating of Teachers.
- (3) To investigate the plausibility of this Association, making recommendation to the State Department of Education and through it to the Legislature that a systematic Salary Schedule for Teachers be made operative in Negro State Colleges.
- (4) To study the plausibility of recommending a paralleling or integration of Negro Personnel throughout the Department of Public Instruction.

THE COMMITTEE,

L. E. Boyd, Chairman.

II. RESEARCH COMMITTEE:

Dean J. B. McRae, chairman, made an oral report in which he reviewed the work of this committee in preparing the evaluating statement made on the Merit Rating System. He stated, "we are unifiedly opposed to the merit system as a basis for paying teachers' salaries." A motion for the approval of this report was made by Rev. S. F. Daly. This motion was carried.

III. CONSTITUTION COMMITTEE:

Mr. J. A. Tarpley, Chairman, read two proposed changes to the Constitution (see below) that were recommended by the Executive Committee. These were adopted. A third resolution submitted by a group of members, in which the secret ballot would be adopted as the method of electing all officers, was read and the chairman offered the following motion—"That the Executive Committee recommends that we refer this amendment to the Constitution Committee for further study."

Mr. Carl Easterling offered a substitute motion—"That the proposal be adopted into law now."

Many persons spoke to this point and final action was taken in the adoption of a motion put by Dr. L. E. Boyd, Winston-Salem. The exact wording of Dr. Boyd's motion follows Article VI, Section 1, and Article VII, Section 1a below:

**RESOLUTIONS ADOPTED FOR
CONSTITUTIONAL CHANGES**

(Recommended by Executive Committee)

ARTICLE VI**Section 1—**

That the general officers of this association shall be a President, Vice-President, Recording Secretary, Executive Secretary and Treasurer. They shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume

active responsibility in office until the next ensuing fiscal year and their terms shall be co-terminus with the fiscal year.

ARTICLE VII

Section 1a—

The President of each District Association shall be a member of the Executive Committee for the term of his office as President, provided his term in office as District President does not exceed a period of two consecutive years.

RESOLUTION ADOPTED FOR CONSTITUTIONAL CHANGE

(Not Recommended by the Executive Committee)

The delegates assembled passed by majority vote the following motion made by Dr. L. E. Boyd, Winston-Salem Teachers College—"That the election of officers shall be by secret ballot without absentee ballot on Friday Morning (second day of convention), the Executive Committee shall set up the machinery to implement this procedure which shall be operative at the next annual convention."

IV. RESOLUTIONS COMMITTEE: See text of report at the end of this report.

V. AUDITOR'S REPORT—Read by Executive Secretary W. L. Greene (See Teachers Record, October, 1946).

VI. EXECUTIVE SECRETARY'S REPORT:

Mr. Greene reported that at the close of the fiscal year 1945, he had enrolled 5,892 members, but that to date (April 20, 1946), he had enrolled 6,068 with a total membership, placement bureau, and advertising collection of \$9,103.000, counted up to the time of the report.

VII. TREASURER'S REPORT

Dr. H. S. Davis made the following report which was approved:

Balance, Checking Account, Aug. 31, 1945.....	\$ 7,380.34
Deposit, December, 1945.....	1,500.00
Deposit, January, 1946.....	5.30
Deposit, March, 1946.....	1,500.00

Total Cash, Checking Account.....	\$10,385.64
Disbursements—Oct. 2, 1945, to April 19, 1946	3,930.39

Balance in Checking Account.....	6,455.25
Mechanics and Farmers Bank, Raleigh.....	2,000.00
(Balance in Building Fund)	
Mechanics and Farmers Bank, Durham.....	4,841.36

Balance in Savings Account)

TOTAL BALANCE (Checking and Savings Accounts).....	\$13,296.61
(To Deposits from September 1, 1945, to Date—\$5,005.30)	

We also have a \$1,000.00 War Bond

H. S. DAVIS, Treasurer.

VIII. RECOMMENDATIONS FROM THE PRESIDENT:

THE EXECUTIVE COMMITTEE RECOMMENDS:

1. That we increase annual dues from \$1.50 to \$2.50.
2. That we raise the Executive Secretary's salary from \$2,400 to \$3,200.

3. That we employ a stenographer-clerk at \$1,500.
4. That all elective officers' terms be coterminous with the fiscal year. Election to be held at the annual meeting as at present.
5. That the president and Executive Committee be authorized to purchase a building site when a desirable location is found and that they proceed with building construction as soon as building materials and labor are available.
6. That District Presidents become members of the Executive Committee for periods not to exceed two successive years each and that Section Chairmen be granted the privilege to attend these meetings upon invitation from the president.

Items 1, 2 and 3 were adopted at this time. Items 4, 5 and 6, having been acted upon previously, were simply read.

IX. BUDGET:

The following budget was presented and adopted:

BUDGET	1946	1947
President's Office.....	\$ 100.00	\$ 200.00
Recording Secretary's Office.....	50.00	50.00
Treasurer's Office.....	25.00	50.00
Executive Secretary's Office.....	400.00	500.00
Salary, Office Secretary.....	480.00	1,500.00
Salary, Executive Secretary.....	2,400.00	3,200.00
Travel, Executive Secretary....	350.00	500.00
Bonds and Audit.....		100.00
Publication and mailing of Teacher's Record.....	1,400.00	2,000.00
Emergency Fund.....	100.00	100.00
Executive Committee Meetings	200.00	350.00
Legislative and Planning Committee.....	100.00	100.00
Research Committee.....	100.00	100.00
District Meetings.....	300.00	600.00
Convention Expenses, General	425.00	500.00
Convention Social Affair.....	75.00	150.00
Sections and Departments		
General Section.....		350.00
Department of Foreign Language		
Department of Home Economics Teachers.....	50.00	
Department of Vocational Agriculture Teachers....		
Department of Industrial Education	25.00	
Department of Music Teachers	50.00	
Department of Physical Education Teachers.....	75.00	
Department of Library Teachers	50.00	
Department of Extension Educators		
College Section.....	50.00	50.00
High School Section.....		250.00
Department of Principals	100.00	
Department of Mathematics and Science.....		
Department of English and History.....		
Elementary Section.....	200.00	400.00

(Continued on Page 15)

Resolutions of the North Carolina Teachers Association

Passed at the 65th Annual Convention, April 20, 1946

1. The effective use of the ballot is the foundation of a functional democracy. It is the best instrument by which the Negro may hope to enjoy educational, economic, social, and political equality. Realizing that the ballot is essential for the complete emancipation of the Negro, **be it resolved** firstly, that the North Carolina Negro Teachers Association go on record as urging teachers to vote in all local, state, and national elections, and secondly, that they be urged to develop techniques and procedures that will motivate pupils and patrons to the point where they will see the importance of voting as an integrating and powerful force in our American democracy.

a. We endorse the voting campaign of the North Carolina Committee affiliated with the Southern Conference for Human Welfare.

2. **Be it resolved:**

1. That the President of the State Teachers Association be empowered to designate the 13 delegates, to which the State of North Carolina is entitled on the basis of its 321 annual memberships reported for the association year of 1944-45, for the Delegate Assembly of the 1946 Convention of the American Teachers Association.

2. That Jeanes Teachers, school principals and summer school directors energetically undertake the solicitation of annual memberships from their associated teachers to the end that the State's quota of annual memberships in the American Teachers Association for the current association year ending July 31, 1946, may be met.

3. In recognition of the fact that the Negro constitutes a large segment of the population of our state and nation, and in further recognition of the fact that problems in-

volving Negroes can best be solved with the advice and counsel of Negroes: We strongly urge the appointment of qualified Negroes on local, state and national policy-making boards and committees and the employment of Negroes in all divisions of government:

1. North Carolina State Board of Education.
2. North Carolina State Textbook Commission.
3. All divisions of the State Department of Education.
4. Local Boards of Education.
5. North Carolina Veterans Commission.
6. Veterans Training Service.
7. Veterans Counseling Service.
8. Veterans Administration.
9. North Carolina Rehabilitation Department.

4. More and more, we must realize the fact that in our American democracy we must have an educational system that will give every child, black or white, equal educational opportunities on the pre-school, elementary, secondary, college and university levels. The concept of looking at education as a complete responsibility of a state is unsound in a country where economic resources vary so sharply from State to State.

Be it resolved that:

The North Carolina Negro Teachers Association go on record as urging our Congressmen and Senators to support a federal aid educational bill that will be so framed as to distribute financial aid to the states according to need, and that the bill be framed in such a manner that there will be no doubt as to the equitable distribution of these funds between Negroes and whites.

5. We express our approval of the principles underlying merit ratings which have been enunciated by the Merit Rating Commission. We adjure the Commission not to recommend to the Legislature any merit ratings for payment of teach-

ers unless they are in full accord with these stated principles.

6. Whereas there is a great need for a child feeding program in Negro Schools—

Be it resolved that:

The N. C. T. A. endorse the child feeding program and local teachers be asked to urge the people in the communities to make this program available to the children in all of the schools.

a. That a Negro Supervisor be named to aid in the operation of the program in Negro schools.

7. Whereas there are still a large number of inequities for Negro People—

Be it resolved that:

We hereby express our opposition to all inequalities. We charge our Executive Secretary and our Executive Committee to continue to wage a fight to secure equality in such matters as:

1. Transportation.
2. School Buildings and Equipment in local schools and State colleges.
3. Local supplements.
4. College teachers salaries.

8. We express our appreciation to President Harold L. Trigg for a long and splendid service to the cause of education in North Carolina for a number of years. We wish him God-speed in his new endeavor.

9. **Be it resolved:**

That the State of North Carolina is urged to make some provision for taking care of mentally handicapped Negro school children.

10. Whereas the Office of Price Administration, in the interests of all of the people, has done a good job of controlling prices and rents: We therefore recommend in this period of unsettled economic conditions that the OPA be continued for at least one year.

11. We commend our officers for

(Continued on Page 13)

Books Are Friends

A Unit of Work In English Literature

By MISS B. B. LEONARD

Williamston Industrial School, Wilmington, N. C.

APPRECIATION FOR FRIENDS

"Books are life-long friends whom we come to love and know as parents do their children. Books serve as lighthouses in the great sea of time. Books are best things, well used, abused among the worst. Books, schools, and education are the pillows by which God builds a human soul."

—Selected.

GUIDANCE

BIBLIOGRAPHY

1. The Unit Method of Learning and Teaching, Jackson and Irving, St. Louis, Mo.
2. Creative Youth, Hughes Mearnes, Doubleday Doran & Co., Garden City, N. Y.
3. Language Development in Elementary Grades, Frances Jenkins, Thomas Nelson & Sons.
4. Practical Teaching Book I, Charles McMurry, Ph.D., Johnson Publishing Co., Richmond, Va.

BOOKS ARE FRIENDS

I. Setting

- A. Tenth year
- B. Number of pupils 91
- C. Time—five weeks
- D. Place—Williamston Industrial School

II. Objectives

- A. General
 1. To encourage the student to read wholesome literature. (Books, magazines or papers)
 2. Attempt to prove that wholesome books are one of our best friends.
 3. To advocate and emphasize vacation readings
 4. To provide sources for reading, discussion, study, and understanding of Negro culture.

B. Specific

1. To teach the student how to read for enjoyment, and appreciation
2. To teach the elements of the short story
3. To increase the students vocabulary
4. To teach the students to select his own material and authors

III. Approach Activities

A. Discussion of sources of Negro life and literature

1. Books
2. Magazines
3. Newspapers
4. Records
5. Pamphlets, pictures, programs, posters and personages (submitted by class)

B. Discussion of vacation habits—introduce the reading habit

C. Discussion (by class) of familiar short stories

D. Discuss some familiar character of your story

E. Comparison of outstanding short story or novel

Example: "The Romance of Busy Broker," O'Henry; "The Attic Romance," F. M. Harmon

F. Bring the class a list of favorite short story writers

G. Bring to class favorite magazines for discussion

H. Provide note books for the course to be kept for reports, reference, record and marks

IV. Developmental Activities

A. "The Wife of My Youth," Charles Chestnut. Reference: "Readings from Negro Authors," Cromwell, Turner, Dykes.

1. Discussion of the loyalty of Enoch Arden
2. Name any Negroes who purchased or obtained their freedom and were successful

3. Discussion of advantages for Negroes to remain north after the Civil War. Read to class the description of "Mr. Ryder's Sweetheart" (to inspire reading)

4. Tell story in "Relay Form"

5. Vocabulary building: Study opportune, affinity, eligible, pretentious, prerequisite, romantic, circumstances, laxity, maneuvered, ingenuity, impartially

6. Further subjects for oral and written composition: (a) Write biography of Charles Chestnut; (b) Composition—What would you have done in Ryder's place?; (c) Paragraph—Type—Contrast on Comparison Loyalty of Enoch Arden and Mr. Ryder.

B. "The Colonel's Awakening," Paul L. Dunbar. Reference: "Readings from Negro Authors," Cromwell, Turner, Dykes.

1. Read short stories from the following authors: Charles Chestnut, Rudolph Fisher, John Matthews, Zora Neal Hurston, Caroline Bond Day

2. Discuss Dunbar's style of writing

3. Compare style of "The Colonel's Awakening" with "The Wife of My Youth"

4. Suggested outline for composition and short story study: (a) Introduction—1. Time, 2. Place, 3. Characters, 4. Occasion; (b) Main-point; (c) Climax; (d) Sequel; (e) Conclusion.

5. Compare the stories of "Hot Foot Hannibal" and "Blades of Steel."

6. Account for Negro Dialect

7. Vocabulary Building: Vivid, restrained, piazzo, proximity, capricious, pique, exultation, version, renunciation, social standards, gross aspects

8. Suggestions for oral and written composition: (a) Dramatize a conversation (occurring on your job) about your Negro Literature Unit; (b) Try a dialogue entitled ("Convinced") that Negro Culture should be taught, or "Books are Friends"

C. "The Negro Caravan"

1. Write a biographical sketch—choose a character listed in number 6 below
2. Suggested long stories for reading: (a) "From Captivity to Fame," or George W. Carver, B. T. Merrick; (b) "Up from Slavery," Booker T. Washington; (c) "The Auto Biography of an Ex-Colored Man," James Weldon Johnson; (d) "Harriet Tubman," Earl Conrad
3. Discuss James W. Johnson as a literary man
4. Make a vocabulary section of 50-75 words as you read and study—keep work posted in special note book.
5. Identify the following characters, increase your list as you read: Added References—The Negro History Bulletins, 1937-1945; Negro Builders and Negro Heroes, Vol. I, II, III, B. Brawley, Richard Allen, Frederick Douglass, Phillis Wheatley, Samuel Colridge, Carter Woodson, Marion Anderson, E. S. Campbell, Paul Williams, Paul Robeson
6. Classify your characters as abolitionists, pioneers, religious leaders, soldiers, modern writers and artists

D. Poetry. "O' Black and Unknown Bards," James Weldon Johnson. Reference: "Readings from Negro Authors," Cromwell, Turner, Dykes

1. Bring to class picture of J. W. Johnson, short quotations or other findings
2. Have in class, Teachers' Record, October, 1940, with the biography of Johnson by Prof. E. H. Webster
3. Memorize Johnson's "Negro National Anthem," place same in Special Note Books

4. Read for class Phillis Wheatley's poems
5. Discuss with class style, language, and effect
6. Read President George Washington's letter to Phillis Wheatley, taken from magazine, "Women of Distinction," 1893
7. Types of Poetry: (a) Find in class the different types of poetry—Dramatic, Narrative, Lyric; References: "Negro Poets and Their Poems," R. T. Kerlin; "Readings from Negro Authors," Cromwell, Turner, Dykes; (b) Memorize—Langston Hughes, "Mother to Son"; Claude McKay, "To A. Poet"; Paul Lawrence Dunbar, "Day"
8. List the earlier poets, note the content of their writings
9. Compare the present Renaissance poetry with older types of poetry
10. Topics for composition: (a) Produce an essay (200 words), "Benefits Derived from Struggling Characters"; (b) Write a two page essay theme, "Advantages from Negro Life and Literature"; (c) Write a composition, "How the Pioneers Succeeded"

V. Culminating Activities

- A. Dramatizing a Negro play
- B. Collection of short story reports
- C. Formation of a "Good Reader's Club," to carry on Negro investigation of research
- D. Make booklets to illustrate your favorite character

VI. Correlation

- A. Reading
- B. Writing
- C. Spelling
- D. Language
- E. Dramatics

UNIT BIBLIOGRAPHY

The necessity of printing convention resolutions forces omission of the bibliography accompanying this article. However, most of the titles are mentioned in the body of the article.

Resolutions of the North Carolina Teachers Association

(Continued from Page 11)

arranging a splendid association program and we extend our hearty appreciation to the participants on the program.

12. Whereas the generous people of Raleigh have again been our gracious hosts, we express our appreciation to the city officials, the city and county school teachers, the officials and teachers of Shaw and Saint Augustine's Colleges and the State School for the Blind and Deaf.

13. That the Executive Committee be changed with the implementation of these resolutions.

14. That we commend the labor of the Advisory Merit System Committee.

15. That we send special condolence to our retired Executive Secretary, Dr. G. E. Davis, upon the passing of his wife.

16. That Boards of Education be petitioned to provide sick leave with pay for classroom teachers.

Dean J. B. McRAE, Reporter.

* A resolution adopted by the Trade and Industrial section of the N. C. N. Teachers' Association:

Whereas we find that the Negro veteran is not being sufficiently benefited through the on-the-job training program of the State Department of Public Instruction because of inadequate opportunities and because Negro businesses do not present sufficient opportunities to meet the present need for training in the field of the veteran's choice, we therefore now resolve:

1. That a vocational technical program be initiated to meet the present need of veterans.
2. That area technical schools be established in the several areas where vocational technical training has been initiated.

Such a program would give the veteran who has not entered high school and the one who has begun his high school training an opportunity to receive such technical training of his own choice in preparing him for his life's work.

Respectfully Submitted,

D. A. WILLIAMS, Chairman
Mrs. D. W. HARDY
Mr. YOUNG
Mr. BROWN

Elementary Section Notes

By M. D. WILLIAMS

Program Director, Principal of Crosby-Garfield School, Raleigh, N. C.

(NOTE: The Elementary Section has secured this space to state thoughts and actions of our group in each publication of the record. Your program director will be pleased to receive any information you wish to send. The information will be edited and turned over to the Executive Secretary of the Association. It may not be possible at all times to use all articles but consideration and courtesy will be given all articles received.)

EVENTS OF THE STATE MEETING

The General Meeting presented Mr. A. B. Herr of the Reading Clinic of New York University who discussed "Trends in the Teaching of Reading in the Elementary School." He emphasized the part that a person's emotions play in learning to read and reading itself; that, a number of pupils are unable to get the point of view the writer is presenting in a story; and that, how a pupil feels towards a situation is very important and should always be given major consideration. He warned that, "It is dangerous to press any person beyond the point of submission" and referred to Richard Wright's book "Black Boy" as demonstrating this point. Invocation was offered by Rev. A. B. Whitlock of Roxboro, N. C. Music was rendered by the Primary Glee Club of Crosby-Garfield School, Raleigh, directed by Miss G. B. Rogers, the Grammar Glee Club of Lucille Hunter School, Raleigh, directed by Miss L. L. Crandall, and the Deaf, Dumb and Blind School, Raleigh, directed by Miss Edna Dobbins. Fitting remarks were made by Miss Marie McIver, Supervisor of the state Negro elementary schools.

The Supervisors' Department had an interesting and valuable address by Dr. J. Henry Highsmith, Director of Instructional Service for North Carolina. A round table discussion on "School and Community Relationships" was led by Miss Marie McIver, State Supervisor of Negro Elementary Schools. This discussion dealt thoroughly with the relationship of the pupils' health and what the school and home can do together to improve

conditions. Mr. G. H. Ferguson, Assistant Director of the State Division of Negro Education, participated in the discussion.

The Principals' Department was favored with an address by the energetic executive secretary of the Department of Elementary School Principals of the National Education Association of the United States, Miss Eva G. Pinkston. Miss Pinkston stressed better working relations between the school and the community. She gave examples of how the school and community were brought closer together by certain agencies in the community, being invited to sponsor certain phases of the school program. She stressed the need for more industrial arts and home making activities for the pupils of our elementary schools. She urged the principals and teachers to have a more humane and sympathetic understanding of the pupils and their problems. The business discussion took up how we may get more supplies and better schools for Negroes, especially in the rural sections and the small towns.

The Grammar Grade Department heard an address by Dr. Frances R. Horwich of the University of North Carolina. The highlights of her speech are as follows: "Too much attention is paid to grade placement in our present curriculum. We, as teachers, should concern ourselves about the care of individual differences through our daily planning and try to make the pupils as happy as possible. The teacher who is tired from her many varied duties has very little to offer a child, because she reflects the same fatigue and dullness in her plans. Every teacher should live a well-rounded life by taking advantage of the many things in her environment—the movies, concerts, reading, enjoying sports and many other forms of entertainment, because the fuller the teachers' life, the richer her program and the happier will be her pupils." The following persons led discussions: Mesdames Gulley and Mul-

lens of Charlotte, Miss Spivey of Nashville and Mrs. Kelly of Salisbury. Music was rendered by the Grammar Glee Club of Crosby-Garfield School, Raleigh, directed by Miss A. E. Dunston and the Rhythm-Song-O-Phone Band of Washington Elementary School, Raleigh, directed by Mrs. G. P. Brown.

The Primary Department had a very interesting and informative demonstration on "The Use of Accessories in the Teaching of Language Arts" by the pupils of Woodland Avenue Primary School of Winston-Salem, directed by Miss E. Faye Cash and Mesdames M. L. Pitts, N. L. Taylor and M. K. McCurry. Mrs. Audrey Reid of the Zaner Writing Company of Columbus, Ohio, gave a demonstration on "The Teaching of Writing in the Primary Grades." Mrs. Reid stressed and showed the advantage of using manuscript writing in the Primary Grades. Music was furnished by the Junior Glee Club of Oberlin School, Raleigh, directors, Mrs. Lucille Campbell and Mrs. Margaret Haywood.

OFFICERS OF THE SECTION FOR THE NEXT STATE MEETING

Elementary Section

Mrs. Janie K. Williams, Chairman, 604 Fairview Street, High Point; Fairview School, High Point.

Miss Mabel Powell, Secretary; Sampson County Unit, Clinton.

M. D. Williams, Program Director, P. O. Box 2622, Raleigh; Principal of Crosby-Garfield School, Raleigh.

Supervisors' Department

Mrs. L. B. Yancey, Chairman, Supervisor of Vance County Schools, Henderson.

Mrs. M. C. Holliday, Secretary, Supervisor of Iredell County Schools, Statesville.

Principals' Department

Mr. J. M. Schooler, Chairman, Principal of Lyon Park School, Durham.

Miss Mytrolene L. Graye, Secretary, Principal of Fairview School, High Point.

Mr. Boyd L. Ancrum, Program Director, Principal of Annie W. Holland School, Rocky Mount.

Grammar Grade Section

Mrs. Cora A. Boyd, Chairman, 1110 Bay Street, Morehead City.

Mrs. Genora R. Cheek, Secretary, 2213 Fayetteville Street, Durham.

Mrs. Doretha E. Williamson, Program Director, 426 E. First Street, Charlotte.

Primary Department

Mrs. Lillian B. S. Merritt, Chairman, 1333 East Washington Street, High Point; Leonard Street School, High Point.

Mrs. N. H. Martin, Co-Chairman, 514 George Street, New Bern.

Mrs. Eloise M. Larkin, Secretary, 330 West Pine Street, Goldsboro.

The Elementary Section and Department meetings had the best attendance this year that they have had during the history of the Association. The officers were happy to see you present and feel you came because you felt the program was worth your coming. The officers desire to give you the program you

want. You are asked to let it be known what you want.

MOVING FORWARD

It is suggested and hoped that the Department chairman will begin now to organize and strengthen similar departments in the four District Organizations. Good, strong District departments will make better and stronger departments in the Association.

The Elementary Council (composed of the officers of the General Meeting and the Departments) is meeting in Raleigh in October. It is hoped that each department chairman of the Association will be able to report that similar departments are or will be functioning in each of the four District meetings. I am sure this can be done if the department chairmen will contact the Executive Committees and key persons of the Districts one or two months before the meetings take place.

I believe people pay for what they want. We have voted to pay \$2.50 dues yearly beginning with next year. Let us pay (all of us) the \$2.50, DEMAND a good pro-

gram, attend the meetings and see that we get a good program. We are the Teachers Association (not they or them). It will be as good or as bad as WE make it.

A Proposed Program

(Continued from Page 4)

tively and with unified spirit. Especially should the teacher see to it that each child has a fair chance to do his part and the leaders are fair and courteous toward all.

It is believed that these recommendations, when put in effect, will serve as help in reorganizing for democratic living. The time is far spent to chant about our love for children. We have treated them too long as if they counted for naught until they grow up. Now is the time to prove our great love and respect for young humanity by guiding them in a plan of daily happy living through education.

By (Miss) D. R. WALKER,
6th Grade Teacher
Richard B. Harrison
School
Selma, N. C.

Proceedings of the Sixty-fifth Annual Convention of The North Carolina Teachers Association

(Continued from Page 10)

Department of Supervisors	50.00	
Department of Principals..	50.00	
Department of Grammar Grade Teachers.....		
Department of Primary Teachers		
GIFTS:		
Interracial Commission.....	50.00	50.00
N. A. A. C. P.....	50.00	50.00
American Teachers Asso- ciation	25.00	25.00
Association of Negro Life and History.....	25.00	25.00
Oxford Orphanage.....	75.00	75.00
BUILDING FUND.....	1,000.00	1,000.00
Total.....	\$18,455.00	\$12,275.00

It was unanimously agreed that both President Taylor and Executive Secretary Greene be sent as delegates to a Congress on Civil Rights being held in Detroit, Michigan, on April 27 and 28. Each delegate is to be allowed travel and maintenance expenses necessary for the trip.

It was agreed that the 1947 Convention be held in Raleigh, North Carolina.

The Johnston County Teachers Association offered a proposal that we hold the annual convention at some convenient time other than the Easter week-end. This resolution was not adopted.

Two requests were read from the Northeastern District, but no action was taken because both matters had received consideration prior to this reading.

X. NOMINATING COMMITTEE submitted the following slate of officers:

President—Mr. J. T. Taylor, Durham.

Vice-President—Mr. H. V. Brown, Goldsboro.

Recording Sec.—Mrs. Ida Duncan, Reidsville.

Treasurer—Dr. H. S. Davis, Oxford.

Executive Committee Members:

Mr. I. H. Miller, Salisbury.

Mr. M. D. Jarnigan, Chapel Hill.

Miss Arcelia Spivey, Nashville.

When the house was opened for nominations from the floor, the name of Mr. W. R. Collins, Smithfield, was offered as a candidate for Vice President. The President appointed tellers to audit the ballots. When the first ballot was taken, the Recording Secretary reported to the Chairman that no returns had been reported for one section of the Auditorium. The Chairman suggested that a count be made of the section omitted. Objections were raised and a motion prevailed that a full recount of the whole auditorium be made. When the first vote was taken, Mr. Brown was elected by a vote of 112 over his opponent's 105 votes. Mr. N. L. Cannady, who had been nominated from the floor for membership on the Executive Committee, was accepted by common consent to fill the vacancy created by Mr. H. V. Brown's elevation to the Vice Presidency.

The meeting adjourned.

Respectfully Submitted,

N. EVANS LOCKHART.

From the Hills of Georgia

(Continued from Page 7)

and explained what he was trying to do. When, after a few months, he was able to show how school discipline and morale had improved, his success was assured. One or two arch conservatives still wanted to fire the new superintendent with the revolutionary ideas. The rest of the Board members led by Chairman John Banks, and some leading citizens headed by Postmaster Jones and Mayor Leland Morris, supported West. They have continued to support him and by their support are entitled to share in the recognition which has come to Lula.

With the Board and Education and the townspeople solidly behind him, West increased the tempo. The students began to publish their own paper, named appropriately enough, **The Scrapper**, the first newspaper published by a school of its size in Georgia. Its masthead carries the slogan, "In Order to Teach Democracy, Teachers Must Themselves Be Free Spirits." It is one of the few high school papers which is devoted to the serious discussion of contemporary problems.

The financing of **The Scrapper** adequately illustrates democracy in action in the West method. Each month one class sponsors the paper and raises the \$45.00 required for its publication. Ingenious fund-raising methods are often necessary but the paper has never failed to come off the press. Thanks to this type of cooperative effort, every student in the school has a personal stake and a personal pride in the paper.

The Scrapper has won a wide audience and requests have come from many states for it. New York City alone has 28 subscribers. Senators, representatives, and leading educators have written to Don West expressing their approbation of the paper and the guidance that made it possible.

A study of **The Scrapper** reveals graphically the present remarkable attitude of these rural Southern students. In an editorial one student wrote, "Our students have caught the enthusiasm of this democratic spirit." In a page devoted to favorite books, these North Georgia country kids picked Howard Fast by an overwhelming margin as their favorite author and Citi-

zen Tom Paine and **Freedom Road** as the two books which had been of most value to them. They also like **The Incredible Tito**, **Bell for Adano**, **The Seventh Cross**, and John Roy Carlson's **Under Cover**.

Representative of the point to which Don West has brought his students in their thinking is this comment on **Freedom Road**—"It sets forth a kind of cooperation that might have—had it not been squelched—made this an entirely different sort of country in many respects. And, my personal opinion is that this would have been a much better world."

Another unique feature of the school is the weekly radio program from the Gainesville, Georgia, station. Under the heading "Education for Victory," these broadcasts are prepared and given by students. Every student in the school has participated in at least one broadcast.

The school has also taken the lead in helping the farmers organize cooperatives, and with its assistance, several locals of the National Farmers Union have been organized and chartered in Upper Georgia.

I visited the Lula School in May, 1945. My first impression was of the surprising cleanliness of the grounds and the building. West explained that it was the pupils' responsibility to maintain the place and they took pride in their accomplishments. The pupils had painted the inside of the building as one of their work projects. As a result there was neither a pencil nor chalk mark on any wall. No poronography had been scrawled in any lavatory.

About 350 children attend the combined public and high school, coming from a radius of 30 miles. Most of the boys wore overalls and the girls, simple cotton dresses. Many of the children were barefooted.

West, himself, conducts the senior class in Civics and he invited me to sit in. Fascism was the topic under study. Here are some of the questions written on the blackboard for discussion:

1. Do most Americans understand the nature and background of fascism? Do you?
2. What are the three first things to be destroyed by a fascist government?

3. Could it happen here?

4. What is meant by a 100 per cent American fascist?

5. How can you spot a fascist?

West sat informally on an overturned wastepaper basket in a corner of the classroom, his long legs sprawled out, his hair tousled. His students faced him in a semi-circle. Even though there was complete freedom of expression, in skillful fashion he led the discussion into positive channels. One young girl remarked that we must be wary of fascists because they try to divide us by turning White against Negro, Christian against Jew. A young husky in overalls confessed that he was worried because many of our soldiers might not know for what they are fighting.

There was animated discussion by a number of students about a recent play which they had written and produced themselves and which had drawn a crowd of over 500 people to the school auditorium. The play depicted on the local level the ever-present battle of liberalism and good citizenship against the forces of reaction.

Don West still remains a poet and a dreamer. Now that he is satisfied that the children of Lula have become firm believers in Democracy, he is anxious to carry his message to all the rural communities, not only in Georgia but throughout the South. He is taking this year off to study, for better than anyone else he knows that he must keep abreast of the latest teaching concepts.

During this summer and fall he is attending courses at the University of Chicago and Columbia University. He'll conclude with two semesters at the University of Georgia School of Education. Then, armed with improved techniques, he will return to his beloved Georgia, prepared to translate his ideals into practice among the people he knows so well. To West that ideal is exemplified by the promise inscribed on the base of the Statue of Liberty—

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,

The wretched refuse of your teeming shore.

Send these, the homeless, the tempest-tost to me.

I lift my lamp beside the golden door."

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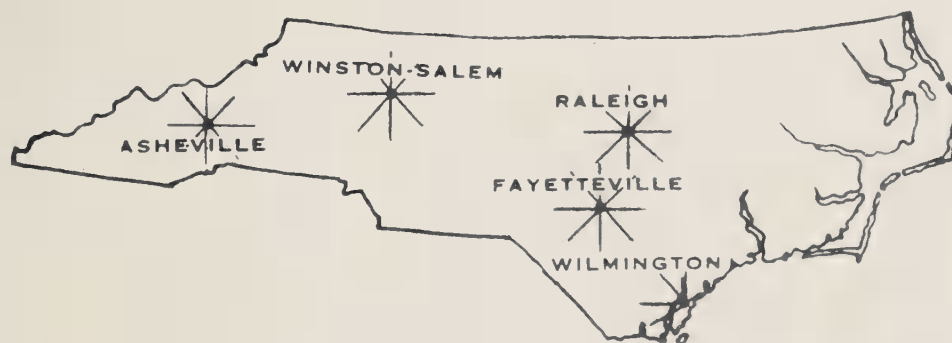
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Durham, North Carolina

North Carolina Teachers Record

Official Publication of the North Carolina Teachers Association

WHAT ABOUT OUR GROWTH In Membership, Professional Organization, and Opportunities?

(Editorial)

Period 1930 to 1935

Fee \$1.50 Membership Varying Between 3,000 and 4,000. About 60% of the Number of Public School Teachers Employed in the State.	—Embarrassing Salary Dif- ferential —No Reward for Graduate Study —Six-Month Standard School Term —Association Committees Working Hard for Many Needed Improvements	—No District Organizations —No Regionally Accredited Schools —No Accredited Elementary Schools —No Autonomous Local As- sociations on Record
--	---	--

Present Status (Progress since 1935)

1935-'44 Fee \$1.00 1946 Fee \$2.50 Over 6,400 Members —91% of the Number of Pub- lic School Teachers Em- ployed in the State	—Salaries Equal for Equal Qualifications and Respon- sibilities —Graduate Certificates Rec- ognized at Higher Salaries —Nine-Month Standard School Term (Still marred by Child Labor Schedules)	—Four Active District Organ- izations —Colleges and High Schools Regionally Accredited —A Few (But Much Too Few) Accredited Elementary Schools —Many Local Units Enrolled in the N. E. A.
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Future Status?

Local Ass'n. \$0.50 Over 8,000 Members Includ- ing All Educational Work- ers Who Serve Our Schools and Their Patrons	Fees State Ass'n. \$2.50 Natl. Ass'n. \$3.00	—Salaries Based on Superior Training and Experience Beyond Master's Degree —Secure Tenure After Ade- quate Probation in a Given Position Based on Adequate Legislation —Freedom of Suffrage in All Counties	—Democratically Constituted Local Association in Every Administrative Unit —Stronger District Associa- tions —Complete N. E. A. Affiliation —Access to All State Grad- uate Schools
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115 E. Hargett Street, Raleigh, N. C.

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NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., APRIL 3RD, 4TH, & 5TH, 1947.

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VOLUME XVII

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We Made a Study of Cotton

By (MISS) LOUISE D. CHISOLM

Sixth Grade Teacher, Lee County Training School, Sanford, N. C.

Cotton

Cotton gives employment to many thousands of people. Its supply and price have a far reaching effect, not only upon growers and manufacturers but upon the economic life of leading industrial nations.

The United States is the largest cotton producing country in the world. For this reason, we have based this study on methods of cultivation practiced in this country.

Objectives

- A. To learn how cotton is grown.
- B. To trace the development of the cotton industry.
- C. To learn the manufacture of cotton cloth.
- D. To know the uses of cotton cloth.
- E. To learn about the by-products of cotton.
- F. To know all about cotton in Lee County.
- G. To establish in the minds of the children the importance of the cotton industry, not only to the people in the United States, but to the whole industrial world.
- H. To develop skills in painting, drawing, sewing, embroidery, and constructing.
- I. To present situations which will challenge the child to solve his own problems.
- J. To motivate many skills in school subjects through their functional use.

Approaches

1. The pupils brought for display.
 - a. cotton bolls
 - b. Pictures of (cotton plant, workers in the cotton fields, bales of cotton, cotton gin, modern machinery used for the manufacture of cotton).
 - c. Samples of different kinds of cotton cloth.
 - d. Cotton seed meal

- e. Cotton seed hulls
 - f. Fertilizer (made from cotton seed)
 2. Lecture was given by our agriculture teacher on cotton.

Integrating Activities

A. Language Arts

1. Reading
 - a. Pictorial materials and written materials on the bulletin boards, tied in with cotton were changed weekly.
 - b. Each day's problem solving called for reading from the books on our reference shelf and in our library.
 - c. The fundamental vocabulary list of words relating to cotton was made and drawn upon.
2. Language and Writing
 - a. Letters were written requesting pamphlets and other materials about cotton, asking for permission to visit the cotton mills and gin, and asking for permission to visit a nearby farm. Letters were also written to our agriculture teacher asking him to come over and talk to us. Thank you notes were sent to our agriculture teacher.
 - b. Writing an original play—"Dad's Cotton."
 - c. Invitations to other classes were sent to see our play and exhibits.
 - d. Questions to which the pupils wished to find answers were listed. Material read was often outlined in order to give reports.
 - e. Writing compositions on the production and manufacture of cotton.
 - f. Oral English practice was afforded by rehear-

sals for the play, by class discussions, by reports and by showing visitors our exhibits.

B. Social Studies

The main problems chosen were: "In what states is cotton grown in the United States?" "In what states is cotton manufactured in the United States?" "To what countries do we export cotton?" "What is the situation with respect to growing cotton and the manufacture of cotton goods in Lee County?"

C. Arithmetic

1. Each student imagined that he rented an acre of ground on which he was to plant cotton.
2. He estimated the cost of fertilizer, seed and labor.
3. He estimated the amount of cotton he would make.
4. He determined the money he would receive from his cotton by the present cotton prices.
5. He found his profit and made his report to the group.

D. Art

1. The children made free hand drawings of all the stages of the cotton plant from the time it comes up to the time it is ready to be picked.
2. They made backs for booklets. On these backs, they made letters and pictures about the production of cotton.
3. They drew maps of the United States showing where cotton is grown and manufactured.
4. They made quilt pieces using scraps of cotton materials.
5. They made pillows using cotton pieces for designs.
6. They crocheted and em-

broidered using cotton thread and materials.

Culminations

A. An original play "Dad's Cotton" given by the children.
The Play—"Dad's Cotton"

Characters:

Dad—Mr. Leak, a farmer 30 years old.

Mother—Mrs. Leak, the farmer's wife, 25 years old.

Joe—The son, 12 years old.

Mary—The daughter, 10 years old.

Mr. Brown—The manager of the cotton gin, 40 years old.

Water Boy—A servant, 18 years old.

Synopsis:

Dad (Mr. Leak) is a very good farmer. He has a habit of always asking his wife before doing anything! He has a hard working family. They get most of the things they want from the money that they make from cotton.

Scene:

In the farmer's house and the cotton field.

Songs used:

"Cotton Needs Picking So Bad"
"Water Boy"

B. Exhibit of all things made in the class and collected by the class during the study of cotton.

Some of the Books Used by Students

1. **The Story Book of Cotton**, by Maud and Miska Peter-sham
2. **Cotton and Other Useful Fibers**, by Nellie B. Allen
3. **Cotton**, by Edna Turpin
4. **Products of the Soil**, by W. F. Rocheleau
5. **Our Clothing**, by Josephine Worthington and Victorial Matthews
6. **The Cotton Book**, by William C. Pryor and Helen S. Pryor
7. **The Cotton Industry**, by Josephine Perry
8. **Story Pictures of Clothing and Shelter**, by Jonathan Yale
9. **The Clothes We Wear**, by Frank G. Carpenter and Francis Carpenter

10. **The Farmer and His Friends**, by Eva M. Tappen
11. **The Story of Cotton**, by Eugene Clyde Brooks
12. **Man is Weaver**, by Elizabeth C. Baity
13. **When I Grow Up I'll Be A Farmer**, by Lillian Rifkin
14. **Science At Home**, by Edith M. Patch and Harrison Howe
15. **The American Cotton System**, by T. S. Miller, Sr.

Outcomes

1. The children learned:
 - a. About the growth of the cotton plant.
 - b. What climate and soil conditions are necessary for its growth.
 - c. The enemies of cotton and their control.
 - d. How cotton is prepared for market.
 - e. What effect the invention of the cotton gin and other machinery had on the cotton industry.
 - f. How cotton is manufactured and where.
 - g. For what cotton is used.
 - h. The by-products of cotton and their uses.
 - i. All about cotton in Lee County.
2. They gained an appreciation for:
 - a. The importance the cotton industry has been to man.
 - b. The scientific research that is discovering many new uses of cotton.
 3. Cooperation, toleration and investigation, were fostered.
 4. Desire to find the answers to problems, by reading in many books if necessary, was created.

A TIMELY BOOK

"Ninety Bits of North Carolina Biography"

By C. H. HAMLIN—C. H. Hamlin, Wilson, North Carolina

A teacher for years in a private college located in Eastern North Carolina has set a precedent for presenting historical materials to the school children of the state in a setting which has the distinction of being true.

Professor Hamlin writes of pioneers in various North Carolina fields of endeavor and uses the biographical medium to tell a story of the growth of state institutions. He deals with discovery, exploration, colonization, revolution, government, anti-slavery, liberalism, education, science and invention, Indian life, literature, religion, industry and labor. A final section of the book is given to the governors of the State.

The characters treated in "Ninety Bits" are chosen—not because of their popularity or "historical" standing—but because of the role they played in the actual making of North Carolina Society as it really is today. All so-called races are represented by good examples of real pioneering in the development of North Carolina and credit is given where credit is due. This is a far cry from the traditional approach which credited the incumbent governor with the success of all non-white institutions making progress during his administration.

In school and public libraries and in homes—but, more important, in the hands of good teachers this book can do much to show why North Carolina has come to bear the reputation of a "liberal southern state."

—Editor

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P. A. SIMMONS, Superintendent, Raleigh District

The Seventh Grade Pupils Plan Their Study

By MISS V. O. MURRAY, *Teacher*

BIDDEVILLE SCHOOL, CHARLOTTE, N. C.

CONFERENCES FOR THE PURPOSE OF PLANNING

I. Introduction:

The main reason why planning has become so important in the modern school lies in the shift in interest or emphasis or the adoption of new goals. Yesterday's teacher taught subject-matter and factual knowledge was given undue emphasis. The good teacher of today is interested in the personal development of the individual pupil.

Much time with little value is spent in conference periods unless the conference ties up with the needs and experiences of the pupils in the group. What the teacher of today must especially grasp is the fact that the activities in her classroom will be greatly influenced by the philosophy and the understanding of the learning process.

There is no set material that will meet the needs of the entire class. The teacher should be resourceful to the extent that she make a survey of the total situation and expose her pupils to a varied program. She should realize too that no two children will put the same thing into the situation nor will any two take the same thing out of the experience. Many experiences provide for greater participation on the part of the pupils which is too often neglected in formal situations.

II. When Children Plan:

If children share in planning and developing their experiences in terms of what the experiences mean to them, fixed subject-matter, schedules, and marks will result in human values rather than texts and pages. Such a procedure does not mean the elimination of the desired subject-matter, but puts it in a more attractive form which the children can share and enjoy.

III. How the Experience Arose:

At the beginning of the school term the boys and girls in my class spent several weeks getting acquainted, sharing their summer experiences, and discussing current trends. Outstanding among their many and varied subjects discussed was the signing of the Japanese Surrender terms. In addition to their reading, many pupils had saved pictures for their personal use. To the children this meant more than any other event that had occurred during their war experience. It marked a change in their family relationships, reunion, death, and broken homes. It would lead to many changes in their home conditions, family allowances, employment, food, and clothing. Many changes would be made in their community and school activities, stamp drives, Red Cross, and scrap drives. They could see changes not only in the State and Nation, but international changes as well. With these varied interests, the experience was kept open until they found some area that they would like to develop.

A few weeks passed before any individual or group suggested a general area for our study, yet the interests and materials were continuing in a very profitable way.

All the discussions were informal and each child had something to offer. Two words that were a part of many discussions were CHANGE and DEMOCRACY. They knew what CHANGE meant, but DEMOCRACY in its fullest meaning was not clear to them. After many discussions of its meaning and application, the group suggested that we study "Living in a Changing Democracy."

IV. Procedure:

In addition to the informal record that came with each child I had held a conference with the former teacher as to the interests, attitudes, and special needs. This was supplemented by my study of the pupils in parent conferences held during the explorative period of the class. I wrote a letter to the parents inviting them for a conference either at school or in the home. My chief concern was to find out how each child operated in the family group. The children knew the contents of the letters and urged their parents to talk with me.

My next step was to plan with the whole group the areas that they wished to study in which each child could share. The following areas were suggested by the class:

- A. Government
 1. City
 2. State
 3. National
 4. Constitution (Special Study)
- B. Transportation
- C. Education
- D. Employment
- E. Clothing
- F. Food
- G. Living Conditions
- H. Relationships
 - I. Imports
 - J. Exports
- K. Current Trends

The class broke up into small groups known as interest groups. It was at this time that teacher-

pupil conferences were held with the following characteristics in mind.

- A. Provide for informal discussion. Have pupils seated on chairs, stools, or rugs. Remove from regular class form.
- B. If the conferences are a result of group experience or need, let pupils state definitely the purpose.
- C. Keep the experience open to develop human values.
- D. Recognize the contribution of each child in the group.
- E. Create a spread of participation in order to build security.
- F. Remember that learning takes place in the explorative period of children. Do not cut off the learning process by telling your pupils what to look for on trips, tours, or in reading.
- G. Eliminate all fear by injecting a sense of humor, or passing a few cookies during the conference period.
- H. Organize committees, but not too many.

V. Conclusion:

Teacher and pupil planning may vary as to the group, but the basic values from conference periods are the same on any age or grade level. There must be the proper existing relationships between

- A. Teacher and Parent
- B. Teacher and Teacher
- C. Teacher and Pupil
- D. Pupil and Pupil

Such relationships eliminate fear and the experiences in which the pupils share are those that can be carried out in their every day school and community life.

Many teachers in their attempt to plan with children fail because they overlook the values that come from the children. We should realize at all times that children have rights too.

VI. Letter to Parent

Biddleville School
Charlotte, N. C.
October 4, 1945

Dear Parents,

For several weeks the boys and girls in my class have been getting

"Through the Senses"

By A. H. PEELER, Principal, J. C. Price School, Greensboro, N. C.

NOTE: This is the first of a series of "shorts" on audio-visual aids. This space of each issue will be devoted to material that is designed to be of help to the readers of this journal. In addition to regular contribution by the writer, experts will be asked to present material for the readers. Your comments and suggestions are cordially invited. Do you favor such a section? What can be presented in these sections to serve you? Let's all join in to make this section valuable.

The use of audio-visual aids in instruction dates back many years. Early man made constant use of the concrete in his teaching process. In time, teaching was accomplished by more or less abstract means.

~~~~~  
acquainted, organizing our class, and planning activities that lead toward good citizenship in our community. To do this successfully it is necessary for me to know how each child operates in the family group at home. I shall appreciate having you come to my classroom for a short conference any Friday from 1:30 to 2:30 p.m.

If our schools are designed for the welfare of the children, then it is the duty of the teacher and parents to seek all these avenues that will help build the all around growth of each child.

Friendly yours,

MISS V. O. MURRAY, teacher

#### Notation:

This material only covers the general planning as to values. A detailed copy of the study will be presented at the end of the school year.

Recent developments and trends have brought renewed interest in the possibilities of sensory aids in making learning more effective. As a result many are turning to the various audio-visual aids as a definite part of the teaching program. One or two practical applications follow.

As valuable as it is, mechanical equipment is not an absolute necessity for many aspects of an audio-visual program. There are many places near the school that hold meaningful experiences for your children. Let a field trip to some of these places help make your work more concrete. Pupils respond in an excellent manner to these meaningful contacts.

What about the radio in the pupil's home? Do you make full use of it in your school program? Here is a "gold mine" of real experience for the student at any level. In this age of speed we can travel in seconds, by means of the radio, to the scenes of world events. The best—music, art, drama, etc., is literally on call. Take a few minutes of your time and explore the possibilities for using the radio broadcast to put life, interest and real learning into your classroom program.

#### SUGGESTED HELPS:

1. Dent, AUDIO-VISUAL HANDBOOK, published by Society For Visual Education, Inc., Chicago.
2. SOURCES OF VISUAL AIDS FOR INSTRUCTIONS IN SCHOOL, U. S. Office of Education, Pamphlet No. 80, revised 1941.
3. A membership in the Audio-Visual Aids, Department of the NEA.

# Auditor's Report

## September 1, 1945 to August 31, 1946

**NORTH CAROLINA NEGRO TEACHERS ASSOCIATION**  
Raleigh, North Carolina

**A. T. ALLEN & COMPANY**  
Certified Public Accountants

Raleigh —\*— Asheboro  
Raleigh, N. C.

North Carolina Negro Teachers Association  
Raleigh, North Carolina

Gentlemen:

According to arrangements made with your Executive Secretary, we have examined the cash receipts and disbursements of his office and those of the Treasurer for the twelve months ended August 31, 1946, and submit herewith our report, consisting of three Exhibits and one Schedule, in addition to these comments.

### Exhibit "A"—Cash Receipts and Disbursements

**W. L. Greene, Executive Secretary**

Here we show the cash handled by the Secretary for the period covered by the audit. During this time he received \$10,266.70 and disbursed \$10,275.47. There was a balance on hand at the beginning of the period of \$5.30 and, with the above receipts and disbursements, there was an overdraft on August 31, 1946, of \$3.47, which was on the Mechanics and Farmers Bank of Raleigh, N. C., and caused by bank service charges made during the period.

We traced all cash receipts, as evidenced by membership dues record, and other receipts, into the Secretary's bank account. The disbursements from this account were by checks properly issued and in the regular course of business.

### Exhibit "B"—Cash Receipts and Disbursements

**Dr. H. S. Davis, Treasurer**

This statement is prepared to show the transactions of the Treasurer for the period covered by the audit. He received in this year \$10,252.22 and disbursed \$8,271.22. There was a balance in his hands at the beginning of \$12,221.70, and the above receipts and disbursements, together with the beginning balance result in a balance at the end of the period of \$14,202.70, and the details are listed on Schedule-1 herein.

You will observe that the Treasurer's balance was in three bank accounts, as listed on the Schedule, and these were verified by correspondence with the banks.

The Treasurer's receipts were compared with remittances to him by the Executive Secretary and all disbursements were on vouchers properly issued and approved.

### Exhibit "C"—Comparison of Actual Expenditures with Budget Estimates

This statement is prepared to show your actual expenditures for the period covered by this audit and to indicate the relation of the expenditures to the budget for the same period. The budget for the year was \$7,530.00 and expenditures amounted to \$8,274.69, resulting in an excess of expenditures over the budget of \$744.69. You will observe, by reference to the Exhibit, that the over-expenditure was because of items spent from special advertising fund and travel on account of congress on civil rights which were separately authorized.

### General Comments:

We found the records of the Executive Secretary and the Treasurer in good condition and experienced no trouble in making our audit and obtaining the necessary information for this report.

The Association owns a U. S. Defense Bond, Series F, No. M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for \$740.00 and has a maturity value of \$1,000.00.

We also found that the Association has deposited with the local gas company the sum of \$11.05 to cover service deposit required by customers of the gas company. There was also a deposit of \$6.01 with the local Post Office to handle the cost of mailing the publication, etc.

The Executive Secretary and Treasurer are bonded for \$1,000.00 and \$2,000.00, respectively, by the American Bonding Company.

Based on our examination of the available records, we are of the opinion that all funds have been carefully and honestly handled and fully accounted for.

Respectfully submitted,  
**A. T. ALLEN & COMPANY**  
Certified Public Accountants

### EXHIBIT "A"

**NORTH CAROLINA NEGRO TEACHERS ASSOCIATION**

Raleigh, North Carolina

### CASH RECEIPTS AND DISBURSEMENTS

**W. L. Greene, Executive Secretary**  
September 1, 1945 to August 31, 1946, Inclusive

#### RECEIPTS:

|                                 |             |
|---------------------------------|-------------|
| Membership Dues.....            | \$ 9,658.50 |
| Advertising .....               | 501.20      |
| Placement Bureau .....          | 21.00       |
| 56 Copies of Record .....       | 14.00       |
| Returned Checks Collected ..... | 72.00       |

|                                |             |
|--------------------------------|-------------|
| TOTAL RECEIPTS .....           | \$10,266.70 |
| BALANCE SEPTEMBER 1, 1945 .... | 5.30        |
| TOTAL TO ACCOUNT FOR .....     | \$10,272.00 |

#### DISBURSEMENTS:

|                            |             |
|----------------------------|-------------|
| Remitted to Treasurer—     |             |
| Dr. H. S. Davis .....      | \$10,200.00 |
| Bank Service Charges ..... | 3.47        |
| Returned Checks .....      | 72.00       |

|                            |             |
|----------------------------|-------------|
| TOTAL DISBURSEMENTS .....  | \$10,275.47 |
| OVERDRAFT AUGUST 31, 1946— |             |
| MECHANICS AND FARMERS      |             |
| BANK, RALEIGH, N. C. ....  | 3.47        |
| TOTAL ACCOUNTED FOR .....  | \$10,272.00 |

### EXHIBIT "B"

**NORTH CAROLINA NEGRO TEACHERS ASSOCIATION**

Raleigh, North Carolina

### CASH RECEIPTS AND DISBURSEMENTS

**Dr. H. S. Davis, Treasurer**  
September 1, 1945 to August 31, 1946, Inclusive

#### RECEIPTS:

|                                   |             |
|-----------------------------------|-------------|
| Received From Executive           |             |
| Secretary .....                   | \$10,200.00 |
| Interest on Savings Accounts..... | 52.22       |

|                            |             |
|----------------------------|-------------|
| TOTAL RECEIPTS .....       | \$10,252.22 |
| CASH IN BANKS SEP-         |             |
| TEMBER 1, 1945 .....       | 12,221.70   |
| TOTAL TO ACCOUNT FOR ..... | \$22,473.92 |

## DISBURSEMENTS:

|                                                            |             |
|------------------------------------------------------------|-------------|
| Salary of Executive Secretary ....                         | \$ 2,400.00 |
| Secretarial Help—Executive Secretary's Office .....        | 480.00      |
| Office Expense—                                            |             |
| Executive Secretary .....                                  | 426.54      |
| Travel—Executive Secretary .....                           | 350.02      |
| Executive Committee Meetings ....                          | 139.41      |
| Publishing and Mailing the Record ..                       | 1,694.58    |
| District Meetings .....                                    | 225.00      |
| Convention Expenses .....                                  | 425.04      |
| Convention Expense—(Special Provision—Social Affair) ..... | 75.00       |
| Emergency Fund .....                                       | 75.30       |
| President's Office .....                                   | 100.00      |
| Planning Commission .....                                  | 169.88      |
| Special Advertising Fund .....                             | 485.83      |
| Recording Secretary's Office .....                         | 50.00       |
| Treasurer's Office .....                                   | 25.00       |
| Interracial Commission .....                               | 50.00       |
| N. A. A. C. P. ....                                        | 50.00       |
| American Teachers Association ....                         | 25.00       |
| Association for Study of Negro Life and History .....      | 25.00       |
| Oxford Orphanage .....                                     | 75.00       |
| Travel—Congress on Civil Rights ..                         | 280.00      |
| High School Department .....                               | 147.23      |
| Physical Education Section .....                           | 72.05       |
| Elementary Department .....                                | 200.00      |
| Elementary Principals and Supervisors Section .....        | 87.83       |
| Industrial Education Section .....                         | 19.90       |
| Library Section .....                                      | 50.00       |
| Music Section .....                                        | 52.61       |
| Home Economics Section .....                               | 15.00       |

TOTAL DISBURSEMENTS .....\$ 8,271.22

## CASH IN BANKS—

AUGUST 31, 1946—(Schedule—1) 14,202.70

TOTAL ACCOUNTED FOR .....\$22,473.92

## EXHIBIT "C"

NORTH CAROLINA NEGRO TEACHERS ASSOCIATION  
Raleigh, North CarolinaCOMPARISON OF ACTUAL EXPENDITURES  
WITH BUDGET

Fiscal Year Ended August 31, 1946

|                                                     | Budget    | Actual Expenses | Difference |
|-----------------------------------------------------|-----------|-----------------|------------|
| President's Office .....                            | \$ 100.00 | \$ 100.00       |            |
| Recording Secretary's Office .....                  | 50.00     | 50.00           |            |
| Treasurer's Office .....                            | 25.00     | 25.00           |            |
| Executive Secretary's Office .....                  | 400.00    | 426.54          |            |
| Executive Secretary's Travel .....                  | 350.00    | 350.02          |            |
| Secretarial Help—Executive Secretary's Office ....  | 480.00    | 480.00          |            |
| Executive Committee Meetings .....                  | 200.00    | 139.41          |            |
| Publication and Mailing of Record .....             | 1,400.00  | 1,694.58        |            |
| District Meetings .....                             | 300.00    | 225.00          |            |
| Salary Executive Secretary .....                    | 2,400.00  | 2,400.00        |            |
| Emergency Fund .....                                | 100.00    | 75.30           |            |
| College Section .....                               | 50.00     |                 |            |
| High School Department ....                         | 100.00    | 147.23          |            |
| Elementary Department ....                          | 200.00    | 200.00          |            |
| High School Principal's Section .....               | 100.00    |                 |            |
| Elementary Principals and Supervisors Section ..... | 100.00    | 87.83           |            |
| Home Economics Section ....                         | 50.00     | 15.00           |            |

|                                                                             |        |          |
|-----------------------------------------------------------------------------|--------|----------|
| Music Section .....                                                         | 50.00  | 52.61    |
| Industrial Education Section .....                                          | 25.00  | 19.90    |
| Physical Education Section .....                                            | 75.00  | 72.05    |
| Library Section .....                                                       | 50.00  | 50.00    |
| Convention Expenses .....                                                   | 425.00 | 425.04   |
| Convention Expenses (Special Provision—Social Affair) .....                 | 75.00  | 75.00    |
| Interracial Commission ....                                                 | 50.00  | 50.00    |
| N. A. A. C. P. ....                                                         | 50.00  | 50.00    |
| American Teachers Association .....                                         | 25.00  | 25.00    |
| Association for Study of Negro Life and History ....                        | 25.00  | 25.00    |
| Oxford Orphanage .....                                                      | 75.00  | 75.00    |
| Planning Commission .....                                                   | 200.00 | 169.88   |
| Special Advertising Fund ....                                               |        | *485.83  |
| Travel—Congress on Civil Rights .....                                       |        | **280.00 |
| Bank Service Charges—                                                       |        |          |
| Executive Secretary Account .....                                           |        | 3.47     |
| *Expenditures From This Fund Authorized by Executive Committee May 19, 1945 |        |          |
| **Authorized at Convention Meeting April 20, 1946                           |        |          |

TOTAL .....\$7,530.00 \$8,274.69 \$744.69

## SCHEDULE—1

## NORTH CAROLINA NEGRO TEACHERS ASSOCIATION

Raleigh, North Carolina

## RECONCILIATION OF BANK ACCOUNTS

Dr. H. S. Davis, Treasurer

August 31, 1946

|                                                |             |
|------------------------------------------------|-------------|
| THE UNION NATIONAL BANK, OXFORD, N. C.         |             |
| Balance Per Bank Statement August 31, 1946.... | \$6,739.14  |
| ADD: Deposit in Transit ....                   | 694.70      |
| Total .....                                    | \$7,433.84  |
| LESS: Treasurer's Outstanding Checks:          |             |
| August 31, 1946:                               |             |
| Check Number 1717 .....                        | \$ 1.00     |
| Check Number 1743 .....                        | 50.00       |
| Check Number 1865 .....                        | 47.23       |
| Check Number 1866 .....                        | 6.59        |
| Check Number 1867 .....                        | 19.90       |
| Balance For Books August 31, 1946 .....        | 124.72      |
|                                                | \$ 7,309.12 |
| MECHANICS & FARMERS BANK, DURHAM, N. C.        |             |
| Balance Per Bank—Savings Account               |             |
| Same as Books .....                            | 4,878.54    |
| MECHANICS & FARMERS BANK, RALEIGH, N. C.       |             |
| Balance Per Bank—Building Fund                 |             |
| Same as Books .....                            | 2,015.04    |
| TOTAL (TO EXHIBIT "B") .....                   | \$14,202.70 |

# Membership Roll, 1945-1946

Any Errors or Omissions Will Be Corrected Gladly

## ALAMANCE COUNTY

### *Burlington City Schools* (100 per cent)

### *Jordan Sellars High School*

Mr. H. C. Goore, Miss Helen Boykin, Miss Ardrey Hethington, Miss Eliza Z. Johnson, Mrs. Daolden McKeithan, Miss Lee Alma H. Vaughan, Miss Lillian B. Wilson, Mr. Chas. E. Eaton, Mrs. Mary Leritts Shanks, Miss Lela Eliz. Rumley, Mr. Carmical.

### *J. F. Gunn School*

Miss Mary P. Rhodes, Miss Mary Jessye Long, Mrs. Margaret Holley Wright, Miss Clara Belle Foust, Mrs. Minnie A. Walker, Mrs. Lessie Irving Sharpe, Mrs. Beulah Scott Keyes, Mrs. Ola Ensley McDonald, Miss Evealee Louise Evans, Miss Maggie Sellars, Mrs. Grace M. Whitted, Mrs. Julia Dae Brown, Mrs. H. C. Goore, Mrs. Ruby W. Dunlap, Miss Kathaleen Galloway.

### *Della Plane School*

Mrs. Mary Flake Liles, Mrs. Edna T. Perry, Miss Princetta Douglas.

### *Alamance County Unit* (100 per cent)

Mrs. M. H. Ivey.

### *Graham School*

Mr. Dow Spaulding, Mr. W. J. Fisher, Mr. D. O. Leatherberry, Mr. W. H. Whitted, Miss Spencer B. Thomas, Miss Grace Thomas, Miss Eleanor Lassiter, Miss Eva R. Everett, Mrs. Zola B. Womble, Mrs. Zara K. Dillard, Mrs. Mabel H. Poole, Mrs. Geneva H. Amaker.

### *Elon School*

Mrs. Leora E. Trollinger, Miss Arline L. Howell, Mrs. Annie L. Coleman, Mrs. Pluma L. Foster, Mrs. Suelle S. Jenkins, Mrs. Bessie M. Gilmer.

### *Mebane School*

Mr. Dempsey Pettway, Jr., Mrs. Martha T. Rozelle, Mrs. Julia Pettway, Miss Minon R. Sellars, Mrs. Annie B. Thompson, Mrs. Minnie Donnell.

### *Green Level School*

Mrs. Mary H. Hanner, Miss Sallie B. Fitzgerald, Miss Ruth McCadd, Miss Minetta Robinson.

### *Rock Creek School*

Mrs. Merle McRae, Miss Myrtle Austin, Miss Sarah Inman.

### *Woods Chapel School*

Mrs. Ava H. Wattlington, Miss Fannie B. Headen.

### *Unity School*

Mr. Herman H. Faucette, Miss Rosa Foust.

### *Melville School*

Mr. T. R. Worth, Mrs. Fostina E. Keck, Mrs. Victoria Wade, Mrs. Annie P. Rogers.

### *Morrow's Grove School*

Mrs. Fannie B. Kirk.

### *Union Ridge School*

Mrs. Pearl B. Rogers, Mrs. Mabel H. Gant.

### *Byrds School*

Mrs. Mary B. Richmond, Miss Dorothy Holt.

### *McCray's School*

Mrs. Margaret H. Daye, Miss Toyie Albright.

### *Cedar Cliff*

Miss Eliza C. Holt.

### *Pleasant Grove School*

Mr. W. I. Morris, Mr. J. J. Lanier, Mr. R. G. Mitchell, Mrs. Anna H. Adams, Miss Gertha A. DeVane, Miss Juanita Littlejohn, Mrs. Viola C. Morris, Mrs. Marie McVae, Mrs. Madeline Turner, Mrs. Gilherta Mitchell, Miss Marion Leath, Mrs. Juanita D. Hazell, Mrs. Maggie M. Harris, Mrs. Mary P. Mitchell, Miss Cathar Martin, Miss Laura M. Burge, Mrs. Fannie K. Lanier, Miss Laura Waldron.

### *Bowden School*

Miss Pearl Wattlington.

## ALEXANDER COUNTY

### *Happy Plains School*

Mr. R. W. Johnson, Mr. Ollie B. Swith, Miss Jeraldine Schuler, Mrs. Carrie E. Johnson, Mrs. Delois Barnes, Mrs. Grace Swith, Mr. Charles Daniels, Mrs. Julia Johnson, Miss Annie Rankins, Mr. F. M. Kennedy, Mrs. Ana C. Rogers, Mrs. Mary Newsone, Mrs. Lillie R. Clemmons.

## ANSON COUNTY

### *Merven City Schools*

(100 per cent)

### *Cairo Public School*

Mrs. Era L. Young, Miss Nannie Mae Thompson, Miss Daisy B. Worth.

### *Cool Springs Elementary School*

Miss Z. E. Owens.

### *Gatewood Station Elementary School*

Mrs. Ola Flowers, Mrs. Annie Flowers, Mrs. Annie C. Martin.

### *McFarlan Elementary School*

Mr. C. Nathaniel Capel, Mrs. Mary L. McRae.

### *White Pond Elementary School*

Mr. Monroe E. Jackson, Mrs. Harriett L. Pratt, Mrs. M. B. White, Mrs. Laura J. Merritt.

### *Morven Colored High School*

Prof. J. F. McRae, Mr. M. D. Spears, Mrs. Ida Mae Jones, Miss Katherine A. Johnson, Mrs. F. D. Dinkins, Miss Gertrude E. Hudson, Mrs. Geneva G. Capel, Miss Lillian J. Stephens.

### *Wadesboro City Schools*

### *Anson County Training School*

Rev. J. R. Faison, Miss M. Pauline Ingram, Mrs. S. N. Cowan, Mrs. E. L. Craig, Mrs. E. F. Horne, Mrs. A. B. Steward, Mrs. M. A. Crockett, Mrs. M. F. Dargan, Miss A. C. Pasour, Miss M. L. Thomas, Mrs. M. T. Faison, Mrs. R. B. Price, Mrs. C. C. Hooper, Miss L. D. Dillard, Miss L. Jeffres, Mrs. L. M. Leak, Mrs. D. D. Hammond, Mr. L. M. Massey, Miss V. L. Rumph, Miss Z. B. Johnson.

### *Anson County Unit*

### *Deep Creek High School*

Mr. George Williams, Mr. J. C. Hillian, Mr. William Morgan, Mr. Lenard Sturdivant, Mrs. Ednir McManus, Mrs. Ephania M. Williams, Miss Helen B. Smith, Miss Wincie Burns, Miss Ann D. McLendon, Mrs. Dorothy Huntley, Mrs. Annabelle Williams, Miss Lucile Crump, Mrs. Elizabeth Ledbetter, Mrs. Rosa B. Little, Mrs. Maude H. Perkins, Miss Janie Simon, Mrs. Doretha C. Bennett, Miss Harriette Little, Miss Mary L. Morgan, Mrs. Margie Hamm, Miss Mattie L. Richardson, Miss Lillian Houze, Mrs. Blanche O. Williams, Mrs. Golar Mae Crowder.

### *Ansonville Colored High School*

Mr. J. A. Blount, Miss Willie V. Elloit, Mrs. Marjorie R. Robinson, Miss Louise E. Upperman, Mrs. Callie Mae Little, Mrs. Susie W. Massey, Mr. S. S. Jones, Mrs. J. A. Blount, Miss Mamie Helen Richardson, Miss Emma Jane Harrison, Mrs. Nannie Ruth Johnson, Mrs. S. S. Jones, Mrs. Mamie Alexander, Mr. L. L. Threadgill, Mrs. V. K. Williams, Mrs. Claudie F. Saine, Miss Mary Jane Smith, Mrs. Elnora Ledbetter, Mrs. Nora Williams Cash, Mr. J. H. Cowan, Mrs. Johnsie B. Massey, Miss Geraldine Faison, Miss Talmadge Bennett, Miss Mattie Ree Shankle, Miss Bettye Luther.

### *Henry Grove School*

Mr. T. W. Bennett, Mrs. M. E. Rennick, Mrs. M. J. Lindsey Bennett, Mrs. M. H. Cooper, Mrs. H. F. McLucas, Miss M. J. Baucum, Mrs. E. V. Witts, Mr. J. H. Rumph, Mrs. S. M. Gaddy, Miss Johnsie V. DeBerry, Mrs. M. R. Lilly, Mrs. M. B. Stevenson, Miss G. Dargan, Miss Agnes Matthews, Mrs. V. B. Drew, Mrs. C. S. Adams, Mrs. I. A. Spencer, Miss E. M. Worth, Miss S. V. Hauser, Mrs. V. B. Kluttz, Mrs. V. M. Flowers, Mrs. G. R. Smith, Mrs. S. M. Clemons.

### *Polkton Colored High School*

Mr. R. B. Sinclair, Mrs. Mary B. Sturdivant, Mrs. Alice Hilliard, Mrs. Margaret H. Sinclair,

Miss Maude Gaddy, Miss Oglatha Terry, Mrs. Inez H. Moss, Mrs. Nora M. McLain, Mrs. Catherine Morgan, Mrs. Effie S. H. Mitchell, Mrs. Pauline Tillman, Miss Charity D. Evans, Miss Theresa M. Jones, Mr. Ernest W. Dixon, Mrs. Rosa M. Morgan, Mrs. Lena Smith, Mr. Benjamin Morgan, Miss Carrie M. Watkins.

## BEAUFORT COUNTY

### *Washington City Schools*

### *Washington Elementary and High School*

(100 per cent)

Mr. P. S. Jones, Miss O. V. Dunston, Miss E. M. Evans, Mrs. E. C. Moseley, Mrs. C. T. Tucker, Miss A. J. Rogers, Mrs. E. F. Cooper, Miss Ethel Howard, Miss Alma Guess, Miss P. M. Gaston, Mrs. M. P. Beebe, Mrs. E. D. Daniels, Mr. W. M. Daniels, Jr., Mrs. D. R. Whittington, Miss M. P. Coates, Miss F. E. Grant, Mr. Farney Moore, Mrs. B. J. Eason, Miss H. O. Cooper, Mrs. Edna W. Johnson, Mrs. N. F. Dowdy, Mr. William Whychard, Mr. J. D. Saunders, Mr. William Beason, Mr. H. T. Tucker, Miss B. L. Horton.

### *Washington Outlying Schools*

Miss Marjorie Roberts.

### *Peyton School*

Mrs. Clemmie Perkins, Mrs. Louise Bowen.

### *Big Swamp School*

Mrs. Flora L. Price.

### *Gorham School*

Mrs. Alice Bailey.

### *Beaufort County Unit*

### *Belhaven Colored School*

(100 per cent)

Mr. G. T. Swinson, Mrs. Louise S. Jennette, Mrs. Caroline R. Hooten, Mrs. Delilah S. Clark, Mrs. Mary S. McAllister, Mrs. Fay T. Percy, Mrs. Augusta C. Davis, Mrs. Romaine G. Swinson, Mrs. Helen S. Freeman, Mrs. Cora M. Powell, Miss Olive J. Webster.

### *Aurora Colored High School*

(100 per cent)

Mr. S. W. Snowden, Miss Annie W. Alston, Miss Virginia L. Gibbs, Miss Marie Lancaster, Miss Marion B. Blackman, Miss Cortney B. Ringgold, Miss Thessolania M. Bohannon, Miss Lucille M. Baum, Miss Rosa L. Stanley, Miss Aletha A. Winfield, Mrs. Lovie H. Bailey, Mrs. Delzora M. Broadnax, Mrs. Charlotte W. Harding, Mrs. Amanda H. Keyes, Mrs. Mary B. Moore, Mrs. Kelly Mae Morris, Mrs. Mignon Snowden, Mrs. Ada T. Wilder, Mr. James Arthur Spruill.

### *Beaufort County High School*

(100 per cent)

Mr. E. N. Taliaferro, Mrs. M. D. Wyche, Mrs. H. R. Harrell, Mrs. F. R. Keyes, Mrs. G. C. Forbes, Mrs. E. P. Barnes, Mrs. E. P. Walton, Mr. Sylvester F. Clarke, Miss Ella W. Whitley, Mr. B. Meeks Briggs, Miss E. H. Keene, Miss J. N. Godley, Mrs. G. F. Godley, Mrs. L. L. Whitley, Mrs. A. R. Moore, Miss S. E. Harvey.

## BERTIE COUNTY

### *C. G. White High School*

(100 per cent)

Mr. T. M. Garriss, Mr. G. J. Bussey, Mrs. Marion S. Coleman, Mrs. Janella H. Dennis, Mr. John D. Harris, Mrs. Mary E. Outlaw, Mrs. Calander R. Wilson, Mrs. Clara M. Blount, Rev. Ira B. Brinkley, Mrs. Lucille Brinkley, Mrs. Nora M. Garriss, Miss Alice C. Luton, Mrs. Sadie R. Luton, Mr. Zebedee D. Raynor, Miss Martha L. Robinson, Mrs. Mary W. Riddick, Miss Mildred M. Simons, Mrs. Annie E. White.

### *Lewiston High School*

(100 per cent)

Mr. John B. Bond, Jr., Miss Emeline Bazemore, Mrs. Esther J. Gibson, Miss Minnie L. Hester, Miss Bertha O. Watson, Miss Minnie H. Hester, Max E. Gibson, Mrs. Mary B. Lewis, Mrs. Mary G. Bond, Miss Annie L. Bazemore, Miss Mary L. Parker, Miss Mary L. Jones, Mr. Robert A. Bryant.

(Continued on Page 9)

# North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA TEACHERS ASSOCIATION

Published in January, March, May, and October by  
the North Carolina Teachers Association

W. L. GREENE . . . . . Editor

## EXECUTIVE COMMITTEE

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H. V. BROWN . . . . . Vice President  
W. L. GREENE . . . . . Executive Secretary  
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No. 4

## MOTIVATION AND REWARD

A grave problem confronting the teaching profession today involves the motivation of those who practice the profession. Fewer young people enrolled in the liberal arts colleges choose the courses in teacher-training. Fewer young teachers choose at present to make a permanent career of their jobs as teachers. Fewer men enter the profession or remain in it. What is the reason, or are there many reasons?

Your editor's experience is illustrative of reasons, pro and con the trend today. First the motivation from a positive angle may be reviewed. As a young man just out of college he found himself in a position where many had failed to make the expected progress. He agreed to work in the position one year only. He had no permanent interest in teaching as such. He was interested in the salary and in the children and parents of the community; otherwise he would have been a misfit. But his motivation to remain in that particular community four years and fight with the community to develop an accredited high school there came from a consecrated teacher whose inspiration finally decided his career and his way of life. Working together, first as principal and teacher, and later as man and wife, this principal and teacher found inspiration in each other and in the challenges growing out of the needs of the people they served together for nineteen years. Their reward was in the satisfaction they got out of promoting the growth of programs and people. They were denied the rewards of security and a future based on their accomplishments. The same threat is before each progressive combination of teachers in the majority of the schools of North Carolina today. The rewards of security and a future are not assured to those who are not satisfied with the less tangible reward of accomplishment at a sacrifice.

The teacher who inspired your editor as associate,

wife, and companion passed to an untimely grave weighted with the result of sacrifice but happy in the continued struggle. Her memory will inspire his further efforts to awaken the State to the need for a greater tangible reward to teachers.

## NECESSITY FOR PAYING ASSOCIATION DUES BY MAIL AND EARLY IN THE YEAR

Efficiency in the operation of the affairs of the North Carolina Teachers Association demands that we outgrow some of our earlier practices in handling membership dues. When the Association was operating on a budget under five thousand dollars (\$5,000.00), it was reasonable to expect that the Executive Secretary and an assistant could collect dues at the District and State Conventions and also give adequate supervision to the workings of the conventions. Recently our program has expanded to the extent that efficiency under such procedure is impossible.

The District Associations have expanded their activities to the extent that they have a budget three times the former amounts. The State Association has expanded likewise. Add to this the amounts to be handled in the purchase and financing of our home office building and we can readily see that vest-pocket handling of funds is DANGEROUS. Let us look into the circumstances that make such procedures entirely too risky to continue.

With the District Conventions being held on Saturdays and the membership fee raised to two dollars and fifty cents (\$2.50), collections should average two thousand dollars at each convention. Banks will be closed. Safe deposit of the cash taken in will be extremely difficult over the week-end, especially since the Executive Secretary must travel to and from the conventions. Carrying large amounts of money by automobile, though locked in a cash box and in a locked compartment of the car, is hazardous to the point of folly. Traffic conditions since the lifting of speed limits and rationing of tires and gasoline have changed to the extent that collisions on the highways are almost to be expected every so often in the life of an individual motorist. The funds of the Association are too important to be transported on the present highways unless insured against loss in an automobile wreck or robbery. Let us anticipate the danger and arrange to pay dues by check, money order, or other safe means and BY MAIL IF POSSIBLE AND EARLY IN THE SCHOOL YEAR. Our current budget is too large to wait until the Spring for collection of funds.

Our initial outlay of ten thousand dollars (\$10,000.00) for the purchase of the home office building will leave an inadequate remainder in our treasury to carry on the routine affairs of the Association. The new program will require the use of money from the new, higher membership fee early in the new fiscal year for its success.

**Membership Roll, 1945-1946**

(Continued from Page 7)

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Janie Few, Mrs. Henrietta Goodwin, Mrs. Isma James, Mrs. Janet Kebe, Mrs. Aileen Lipscombe, Mrs. Jaunita Weaver.

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(100 per cent)**George Washington Carver High School**

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(100 per cent)**Logan High School**

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**Beaufort High School**

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**CASWELL COUNTY****Caswell County Unit**  
(100 per cent)

Mrs. T. C. Beam, Miss Maggie R. Anderson, Miss Z. E. Belton, Mrs. Roberta A. Benjamin, Mr. W. A. Bingham, Miss Princess A. Balden, Miss Gladys L. Brown, Miss Harriet Jennings, Mr. J. C. Browning, Mrs. N. L. Dillard, Mr. N. L. Dillard, Mrs. Ella Belle V. Hodges, Mrs. W. M. F. McCallum, Mrs. Pansy K. Pannell, Miss Chattye L. Price, Mrs. Lenora M. Ratliff, Miss Kathryn Robinson, Miss Lucy E. Rose, Mr. C. G. Wilson, Miss Lucy E. Woodruff, Miss J. Whitley, Mrs. V. E. B. Williamson, Mrs. F. M. Halden, Mrs. C. A. Stanley, Miss G. A. Kellum, Mrs. O. F. D. Brown, Miss W. C. Carrington, Miss C. C. Shoffner, Miss F. R. Taylor, Mrs. C. B. P. Chambers, Mrs. V. L. Brown, Mr. T. C. Beam, Miss Y. E. Belton, Miss J. M. McLaughlin, Miss G. W. Brown, Miss L. L. Currie, Mrs. F. D. Little, Miss G. O. White, Miss D. E. Woods, Miss L. Wilmer, Mrs. M. B. Muldrow, Miss C. E. Graves, Mrs. C. A. Turner, Miss L. Hill, Miss S. F. Ferguson, Mrs. S. L. M. Edgerton, Mrs. O. M. J. King, Miss E. J. Stoker, Miss L. McDuffie, Mrs. A. M. W. P. Scruggs, Miss J. Williamson, Miss S. H. Williamson, Mrs. E. A. Hunt, Mrs. S. M. McDonald, Mrs. N. H. Geary, Mrs. J. L. Jones, Miss R. L. Hanes, Mrs. A. D. Jeffries, Miss E. O. Malone, Miss S. A. Archie, Mrs. M. P. F. Wilson, Miss O. Graves, Miss H. L. Jeffers, Miss V. D. Palmer, Miss D. L. Palmer, Mrs. E. M. Whitworth, Mrs. E. P. Whitlock, Mrs. L. W. Davis, Mrs. B. V. Standfield, Mrs. A. B. Browning, Miss R. L. Richardson, Mrs. L. B. McMillian, Mrs. H. B. Brown, Miss L. L. Gaddy, Miss N. E. Evans, Miss E. Jeffries, Mrs. I. F. Simmons, Mrs. G. G. Graves, Mrs. M. E. D. Barnett, Miss B. M. Hunt, Mrs. M. W. Williams, Mrs. M. B. Shivers, Miss Hassil L. Dillard, Miss Beatrice A. Gunn, Mrs. Gainele G. Bruce, Mrs. E. H. Connally.

**CATAWBA COUNTY****Hickory City School**  
(100 per cent)**Ridgeview High School**

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Bullock, Mrs. S. J. Montague, Mrs. A. C. Bennett, Mrs. A. J. Deal, Mrs. M. S. Mitchell, Mrs. M. W. Vandiver, Mrs. E. H. Haskins, Mrs. M. B. Frazier, Miss M. C. Roberts, Miss A. F. Jackson, Miss M. G. Poston, Mr. T. H. Penn, Miss J. L. Johnson, Mr. N. E. Brown, Mr. G. H. Samuels, Mr. E. T. Moore.

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#### Catawba County Unit

##### Catawba Rosenwald School

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#### Chatham County Training School

(100 per cent)

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(100 per cent)

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#### Goldston High School

(100 per cent)

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#### Terrells Chapel School

(100 per cent)

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#### Hinton Beckwith School

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### CHOWAN COUNTY

#### Edenton City Unit

#### Edenton High School

(100 per cent)

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(100 per cent)

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#### Cleveland County Unit

#### Camp High School

(100 per cent)

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(100 per cent)

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#### Green Bethel High School

(100 per cent)

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(100 per cent)

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#### Evergreen School

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#### New Bern City Unit

(100 per cent)

#### West St. School

Mr. F. R. Danyus, Mrs. A. F. Booker, Mrs. M. B. Lewis, Miss M. E. Dent, Mrs. G. L. Redding, Miss Mary V. Haywood, Mrs. N. W. Scott, Mrs. E. M. Dudley, Miss R. E. Trice, Miss W. J. Cordon, Miss E. E. Buchanan, Miss M. T. Chapman, Mrs. Mary T. Laws, Mrs. S. L. Hamilton, Mrs. E. H. Powell, Mrs. M. R. McIver, Mrs. R. B. Houston, Mrs. M. E. Styron, Mrs. C. E. O'Hara, Mrs. J. W. Jones, Mrs. E. G. Adams, Mrs. B. L. Rivers, Miss A. I. White, Mrs. A. B. Mizell, Miss M. D. Baker, Mrs. M. B. Danyus, Mr. R. W. Boley, Miss C. M. Roach, Mrs. W. E. Daves, Mrs. C. R. Fisher, Mr. J. L. Carrington, Mrs. L. A. Mizell.

#### Duffytown School

Mr. W. G. Mumford, Mrs. S. J. Pickett, Mrs. M. B. Perkins, Miss D. E. Carter.

#### Craven County Unit

Mrs. Clara D. Mann, Mrs. S. E. Arrington, Miss M. L. Barber, Miss G. Best, Miss M. B. Cutler, Miss H. M. Jackson, Mrs. J. H. Johnson, Miss M. L. Jones, Mr. S. R. Lloyd, Mrs. M. P. Pugh, Mr. H. R. Sessoms, Miss E. M. Smith, Mrs. C. T. Watson, Mrs. B. L. Williams, Mr. W. H. Watson, Mrs. Mary Wynn, Miss Winnie Cobb, Miss Maltida Godette, Mr. P. D. Lee, Miss Nancy Marshburn, Miss Esther Granger, Miss Alice Mitchell, Mr. T. L. Bynum, Mrs. Mary Brown, Mrs. Harriet Lawrence, Mrs. Julia Bynum, Miss Annie Walker, Miss M. Barnhill, Mrs. Lydia Davis, Mr. O. E. Sanders, Miss Tamah Smith, Mrs. Ollie B. King, Mrs. A. Riddick, Miss Ethel Copper, Miss Dorothy Hawkins, Mrs. Martha Butler, Mrs. Lillian Smith, Mrs. E. M. Williams, Mrs. R. E. Davis, Mrs. N. W. Ryder, Mrs. R. B. Hill, Mr. Percy Jenkins.

### CUMBERLAND COUNTY

#### Edward Evans School

(100 per cent)

Miss Selina Melvin, Mrs. Amelia P. Avent, Miss Lessie Baldwin, Mrs. Madeline Black, Mrs. Bertha Bridgers, Miss Alice Elliott, Mrs. Amy Lee Jerals, Mrs. Juanita Lewis, Mrs. Emily McMillan, Mrs. Emilie Parker, Mrs. Olivia Parks, Miss Frances Williams.

#### E. E. Smith High School

(100 per cent)

Mr. E. E. Miller, Miss M. M. Dowdle, Mrs. I. C. Fowler, Miss W. M. Freeman, Miss C. L. Holden, Miss A. T. Irvine, Mr. D. S. Kelley, Miss M. I. Lennon, Mrs. N. R. McGhee, Miss J. W. Mullins, Mr. B. H. Walker, Mr. D. A. Williams.

#### Orange Street School

(100 per cent)

Mrs. Margaret B. Walker, Miss Pearlle L. Bolles, Miss Julia C. Elliott, Mrs. Quay Belle

Elliott, Mrs. Beulah V. Melchor, Mrs. Rachel W. Simpson, Miss Janie G. Slater, Mrs. Ellen S. Royall.

*Newbold Training School*  
(100 per cent)

Miss J. V. Phifer, Miss C. C. Barnes, Mrs. S. McBurton, Miss T. M. Callender, Mrs. H. T. Chick, Mrs. J. E. Coley, Miss Katie Freeman, Mrs. V. S. Haithman, Mrs. L. B. Hedgespeth, Miss E. V. McIver, Miss C. L. Smith, Miss L. S. Summerville, Mrs. A. O. Williams, Miss J. H. Williams.

*Fayetteville State Teachers College*  
(100 per cent)

Dr. J. W. Seabrook, Mr. C. A. Chick, Miss A. P. Collins, Mr. G. V. H. Collins, Mr. J. E. Coppage, Mr. J. Q. Cornick, Miss F. P. Eaton, Mr. W. A. Gaines, Miss H. A. Hucles, Mrs. J. G. Hughes, Mr. W. S. Maize, Miss G. L. Melchor, Miss E. L. Murphy, Miss D. A. McGlohon, Mr. J. W. Parker, Miss L. N. Pope, Mrs. W. T. Robinson, Mrs. M. H. Seabrook, Mr. A. L. Scott, Mr. J. B. Scott, Mr. H. S. Smith, Miss C. L. Stover, Miss N. M. Travis, Miss L. P. Turner, Mr. H. M. L. James, Mr. J. B. McRae.

*Cumberland County Unit*  
(100 per cent)

*E. A. Armstrong High School*

Mr. J. H. Lewis, Jr., Mrs. Nellie C. Spears, Miss Elizabeth F. Edwards, Mrs. Agnes S. Mitchell, Miss Helen V. Craig, Miss Marcellette M. Campbell, Miss Nettie P. McNeill, Mr. James B. Baird.

*Anne Chesnutt High School*

Mr. W. Edward Murphy, Mrs. Mae W. Forney, Miss Mamie Loretta Ledbetter, Miss Joanna Powell, Miss Mary Belle Jones, Miss Fletcher Mae Gilliam, Miss Norma M. Swope, Mrs. Mary W. Mitchell, Mr. Elbert E. Pettiford.

*Wade Elementary School*

Mr. Elmer P. McMillan, Miss Mary S. Cherry, Miss Marion A. Scott, Mrs. Nellie Stewart, Mrs. Retha G. Pickett, Miss Annette McKeithan, Miss Carrie L. Simon.

*County Group*

Mr. Lonnie J. Lockamy, Miss Isabell Person, Mrs. Hazel A. Hayes, Mrs. Lauru H. Williams, Mrs. Marie M. Crumpton, Mrs. Meta Evans, Miss Velve S. McNatt, Mrs. Thelma B. Avent, Mrs. Eugenia J. Scott, Miss Marian L. Thorne, Miss Ethelind Smith, Miss Louise M. Lockamy, Miss Leona S. Jackson, Mrs. Lorena G. Coppage, Mrs. Marie Hollingsworth, Mrs. Margaret Lockamy, Miss Eva M. Slater, Mrs. Carrie B. Lamb, Miss Gladys Treadwell, Mrs. Annie M. Evans, Mrs. Dorothy Murphy, Mrs. Christine Smith, Mrs. Alice McAllister, Mrs. Lucille Ray, Mrs. Ethel Raiford, Mrs. Magoba Adams, Mrs. Inez Beaufort, Mr. J. Franklin Drake, Miss Cassie Steele, Mrs. Mattie M. Andrews, Miss Minnie McLaughlin, Mrs. Naomi R. Humphrey, Miss Eldria A. King, Mr. William N. McGuire, Mrs. Pearl O. Gorman, Mrs. Nannie C. Gill, Mrs. Marion H. Mancini, Mr. Fuller E. Williams, Mrs. Emily Perry, Mrs. Bertha Stephens, Mrs. Louretta Wood, Mrs. Gertie F. Wilds, Mrs. Chlorinea Herring, Mrs. Mamie L. Meekins, Mrs. Eunice Sherman, Mrs. Vann S. Barnes, Mr. Roscoe C. Simmons, Miss Irene C. Jordan, Mrs. Edna S. Kelly, Miss Annie L. Westbrook, Mrs. Nettie McDonald, Miss Lena A. Wood, Mrs. Sallie J. Thigpen, Mrs. Henrietta Moore, Mrs. Laura T. Mitchell, Mrs. Quessie A. Drake, Miss Mary Elizabeth Hill, Mrs. Katie Webb, Mrs. Mittie Clark, Mrs. Pinkey McMillan, Mrs. Irene Montague, Miss Susie E. Evans, Mrs. Ida L. McNeill, Miss Leola E. Smith, Miss Margaret L. McKoy, Miss Mary Alice McMillan, Mrs. Pallie Covington, Mrs. Juanita L. Drake, Mrs. M. R. Williams.

CURRITUCK COUNTY

*Currituck County Unit*

Mrs. Alice B. Brown, Mrs. Almeta D. Hare, Mrs. Madieth H. Williams, Mrs. Ruth G. Mullen, Miss Iola Spence, Miss Cleopatra J. Wilson, Mrs. Judy P. Johnson, Mrs. Celestine C. Henderson, Mrs. Merle S. Turner, Miss Sarah L. Gallup.

DAVIDSON COUNTY

*Lexington City Unit*  
(100 per cent)

*Dunbar High School*

Mr. A. B. Bingham, Mr. Hyland G. Sullivan, Mr. Don A. Wooten, Mrs. Mary L. Young, Miss Marian N. Ferrell, Mr. W. C. Young, Mr. Chester A. McCoullough, Miss Clara M. Conway, Miss Gertrude H. Mabry, Miss Ida A. Mabry, Miss Flora L. Dixon, Mrs. Julia V. Biting, Miss J. A. Griffin, Mrs. Lucille B. Bingham, Miss Hildred J. Moore, Mrs. Rosa H. Ellis, Mrs. Dorothy G. Penn, Miss Frances F. Hargrave.

DAVIE COUNTY

*N. Cooleemee School*

(100 per cent)

Mrs. Mary Slade Davis, Mrs. Daisy Belle Burke.

*Davie County Unit*

Mrs. Vallie L. Davidson, Mrs. A. Y. Bovian, Miss J. L. Tabor, Miss W. L. Holman, Mr. T. S. Holman, Mrs. C. L. Massey, Miss Eva Dulin, Miss A. A. White, Miss Geneva Clement, Mrs. Louise Gaither, Mrs. A. D. Lowery, Mrs. Fannie L. McCallum, Mrs. Esther G. Howard, Miss Mildred Smott, Mrs. L. H. Douthit.

DUPLIN COUNTY

(100 per cent)

*Duplin County Unit*

(As of 1944-45)

1945-46 roster not sent

Miss Bettye F. Cooke, Mrs. Mary J. Chalmers, Miss Doretha Dafford, Mrs. Mary A. C. Thompson, Mrs. Lillie M. Brinson, Mrs. Cornelia Best, Mrs. Hattie Royale, Mrs. Lillie Newby, Mrs. C. A. Boney, Mrs. Wilma Wallace, Mrs. Frances Livingston, Mrs. Lillie T. Grimes, Miss Thelma Dudley, Mr. E. H. Ware, Miss Fannie C. Sharpless, Mrs. Laura B. Ware, Mrs. Florence R. Everette, Mrs. Daisy B. Branch, Mr. Fitzhugh H. Murray, Mrs. Maggie James, Mrs. Beulah Moore, Mrs. Lucile R. Williams, Miss Mallie Smith, Miss Lola Jane Boggett, Mrs. Minnie J. Branch, Mr. Irvin R. Barcliffe, Mrs. Borcie Barcliffe, Mrs. Mankie B. Morris, Miss Willie M. Sanders, Mr. A. O. Williams, Mrs. Gertrude Wright, Miss Burneitha Armwood, Miss Evelyn Henery, Miss Donnie V. Hall, Mr. C. W. Dobbins, Miss Visel Savage, Miss Mattie L. Blackmore, Mr. Charles Chalmers, Miss J. V. Summersette, Miss Eula M. Boney, Miss Alpha L. Thompson, Mrs. Mattie N. Pierce, Mrs. Isabella McGowan, Miss Catherine Closson, Mr. R. H. Smith, Miss Avis Corn, Mrs. Edna Robinson, Miss Florinda M. James, Miss Mary L. Moore, Miss Geneva Slocum, Mrs. Annie McCann, Mr. W. F. Johnson, Mrs. Ethel Horris, Mr. J. C. Walters, Miss Othel Faison, Mrs. Beulah Larkins, Mrs. Lillian Johnson, Mrs. L. D. Miller, Mr. R. A. Merritt, Mr. Chas. McCoy, Miss Mildred Smith, Miss Annie Kenian, Mrs. Willie McCoy, Mrs. Rossie Blackmore, Mrs. M. A. Monk, Mrs. Fannie E. Smith, Mrs. Dora L. Branch, Mrs. Sudie Stackhouse, Miss Sallie Kornegay, Miss Lillie B. Hall, Miss Lena M. Branch, Mrs. F. L. Graham, Rev. M. S. Branch, Mrs. L. M. Branch, Mrs. T. E. Lennon, Miss Andrae M. Rexera, Miss Bessie Beaty, Mr. W. E. Smith, Mrs. Annie J. Wells, Mrs. Nettie Boyette, Mrs. Thelma T. Phillips, Mrs. Mary K. Smith, Mrs. Flossie K. Williams, Mrs. Nesfield Wright, Mrs. Vessie Williams, Mrs. O. Thoria S. Hill, Mr. John T. Normale, Mr. Mosco McKimon, Miss Mary V. Elliot, Mrs. Hattie A. Dobbins, Mrs. Pauline Watkins, Mrs. M. J. Boney, Mrs. Corrie M. Sharpless, Mr. Ozie M. Best, Mrs. Narcissus Wells, Mrs. Carrer Batts, Mr. William N. Howard, Miss Mallie Cooper, Mrs. Irene A. Carr, Mrs. Mary D. Stanford, Mrs. Bertha M. Kornegan, Mrs. Lillian M. Farrior, Mrs. Alice C. Newkirk, Mrs. Maud S. Horton, Mrs. Dorothy B. Thorp, Mrs. Mamie L. Turner.

DURHAM COUNTY

(100 per cent)

*Durham City Unit*

*North Carolina College for Negroes*

Dr. James E. Shepard, Miss Pauline F. Newton, Miss C. Jane Dickerson, Miss Mable B. Ham, Miss Ruth G. Rush, Miss Ila J. Blue, Dr. W. H. Robinson, Mrs. Dessa Turner, Dr. Albert L. Turner, Mr. C. C. Amey, Mr. J. B. McLendon, Mrs. Nan Jones, Mrs. Marie Moffitt, Mrs. Mamie A. Elam, Mrs. Dorothy Hamlet, Dr. Ernest Manassee, Mr. Norvell Hunter, Miss Parepa R. Watson, Mr. C. E. Boulware, Mr. Percy Young, Dr. J. E. Dorsey, Mrs. F. M. Eagleson, Dr. John Hope Franklin, Mr. J. T. Taylor, Mr. Ernest E. Neal, Mrs. Mamie McD. Brown, Mr. Leroy Walker, Mr. Raleigh Morgan, Mr. Charles L. Holmes, Miss Ruth H. Gillum, Dr. J. H. Taylor, Mrs. Clara Reid, Mr. Benner Turner, Mr. Herman Taylor, Miss Marjorie Kelly, Mr. James R. Butts, Miss Diana S. Dent, Mrs. Althea Jones, Mr. C. T. Willis, Miss Alethia Elps, Miss Queenabelle Walton, Dr. W. E. Farison, Mr. H. E. Wright, Mr. Charles A. Alston, Miss Evelyn Pope, Miss S. A. Holloway, Mrs. Aurelia Franklin, Mrs. Lucy Fuller James.

*Hillside High School*

Mr. Wm. McElrath, Mr. Grover C. Burtney, Mr. Edward E. Cannady, Miss Teresa H. Claggett, Mr. William H. Cole, Miss Annie R. Cruse, Mrs. Martha Doms, Mr. S. L. Dudley, Mrs. Virginia Eason, Mr. W. M. Grandy, Mr. James B. Hardy, Mrs. Elizabeth Herndon, Mrs. Mildred M. Hill, Miss Madge Holman, Mrs. Florice J. Holmes, Miss Dorothy Holt, Miss Virgie L. Jones, Mr. C. G. Mabry, Mrs. Mable A. Mabry, Mr. A. B.

Massey, Mrs. Johnnie B. McLester, Mr. E. W. Midgette, Mr. John E. Peele, Mr. Philmore M. Hall, Miss Rachel B. Pratt, Mrs. Dorcas V. Reaves, Miss Geneva Richardson, Mrs. Lola L. Riddick, Mr. Thomas Ruffin, Miss Mary P. Sharp, Mrs. Cynthia P. Smith, Mrs. Nannie B. Smith, Mrs. Mae Bass Spaulding, Mr. Dalrymple Synette, Mrs. Katherine C. Thomas, Mrs. Grace L. Thompson, Mr. William H. Tuck, Mrs. Minnie P. Turner, Mrs. Ella M. Walker Brown, Mrs. Gertrude Winslow, Mr. Edgar Williams.

*James A. Whitted School*

Mrs. Marion W. Alston, Mrs. Nell L. Baldwin, Mrs. Ethel T. Bradshaw, Miss Jessie Diggs, Mrs. Mamie Farrar, Mr. John H. Gattis, Mrs. M. W. Gilmer, Mrs. Lucile J. Hancock, Mrs. M. T. Hargraves, Mrs. B. W. Jones, Mrs. Harriet S. Kenney, Mrs. E. H. Marshall, Mrs. Grace C. Massey, Mrs. A. W. Morris, Mrs. Mary L. Newby, Mr. T. A. Parker, Miss S. J. Pratt, Miss Gladys M. Roberson, Mrs. Fannie G. Robinson, Mr. J. L. White, Mrs. Lydia Wray, Miss Constance S. Young.

*Burton School*

Mr. Frank G. Burnett, Mr. F. H. Alston, Miss A. M. Dunigan, Mrs. E. B. Pratt, Mrs. L. S. Ray, Mrs. M. A. Watson, Mrs. G. D. Whitted.

*W. G. Pearson Elementary School*

Mr. N. A. Cheek, Mrs. N. G. Cooper, Mrs. M. O. Lee, Mrs. M. W. Amey, Mrs. E. W. Turner, Mrs. N. W. Thorpe, Mrs. C. R. Holmes, Mrs. J. D. Gamble, Mrs. M. E. Trice, Miss L. A. Royster, Mrs. F. D. Liverpool, Mrs. B. S. Bailey, Mrs. B. S. White, Mrs. N. L. Johnson, Mrs. G. R. Cheek, Mrs. P. H. Cordice, Mrs. D. M. Norris, Mr. H. M. Whitted, Mr. Edgar Alston, Mrs. E. R. Hubbard, Mrs. M. W. Saunders, Mr. T. R. Webber, Mrs. S. E. Escoffery, Mrs. P. H. Parker, Miss B. L. Foster, Miss M. E. Stephens, Mrs. B. A. Reaves, Mrs. A. W. Payne, Miss S. H. Cannady, Mrs. E. M. Morrison, Miss Annis Kirby, Mrs. J. M. Wheeler, Mrs. E. W. Butler, Mrs. E. R. Hubbard, Miss H. M. Jenkins.

*Lyon Park School*

Mr. J. M. Schooler, Mrs. R. D. Artis, Mr. Wm. Battle, Miss A. L. Cobb, Mr. A. M. Coward, Mrs. P. F. Dame, Miss A. M. Faulk, Mrs. M. C. Grant, Mrs. N. P. Grigsby, Miss R. B. Grissom, Mrs. B. E. McLaurin, Mrs. G. L. Smith, Miss M. L. Stephens, Mrs. C. S. Stroud.

*Hickstown School*

Mrs. E. B. Artis, Miss R. C. Norris, Mrs. R. B. Webb, Mr. H. A. Hill.

*East End School*

Mr. F. D. Marshall, Mr. W. L. Bradsher, Jr., Mrs. W. B. Bradsher, Mrs. M. H. Brewington, Mrs. N. J. Cooper Green, Mrs. E. R. French, Mrs. I. M. Harden, Mrs. Johnetta Holloway George, Mrs. R. D. Holloway, Miss E. D. Leathers, Miss J. E. Lewis, Mrs. M. D. McElrath, Miss B. B. Meadows, Mrs. M. G. Nance, Mrs. C. C. Pemberton, Mrs. E. H. Plummer, Mr. F. G. Sowell, Miss Sue L. Warren, Mrs. F. B. Watkins.

*Walltown School*

Mrs. C. T. Russell, Mrs. E. H. Fogle, Miss G. V. Green, Mrs. L. S. Jackson, Miss C. M. Russell, Mrs. M. H. Wilson.

*Durham County Unit*

Mr. F. D. Curry, Mrs. Hortense G. Holman, Mr. J. H. Malloy, Mrs. Anna Thornton, Mr. J. D. Lennon, Mrs. E. Bernice Johnson, Mr. E. F. Hill, Mrs. Stella W. Austin, Mrs. Gertrude R. Hankins, Mrs. Loraine G. Thorpe, Mrs. Leona L. Smith, Mrs. Gladys A. Dawkins, Mrs. Lucille P. King, Mrs. Addie C. Gatewood, Miss Helen D. Ridley, Mrs. Essie S. Curry, Mrs. Leone H. Levister, Mr. C. B. Nixon, Mr. Richard H. Harrell, Miss Jochebed Christmas, Mr. J. L. Moffitt, Mrs. Minerva W. Evans, Mrs. Sadye R. Wallace, Mrs. Mamie G. Dawson, Mrs. Gladys H. Rhodes, Mrs. Laura A. Parker, Mrs. Sallie E. Harris, Mrs. Lela H. Solice, Mrs. Lula H. Schooler, Mrs. Rosa Branch, Miss Lillie Rogers, Miss Iva M. Donnell, Mrs. Viola E. Pindle, Miss Doris M. Stroud, Mrs. Sarah D. Thompson, Mrs. Madge L. Turner, Mr. J. W. Davidson, Miss Celestie Harris, Mrs. Essell D. Dunlap, Mrs. Marian B. Warren, Mrs. Nonie P. Johnson, Mrs. Augusta M. Rogers, Mrs. Margaret A. Allen, Mrs. Dora B. Atwater, Mrs. Maude T. Sowell, Miss Roberta Peddy, Mr. Leon Williams, Mrs. Gertrude Taylor.

EDGECOMBE COUNTY

*Tarboro City Unit*

*W. A. Pattillo High School*  
(100 per cent)

Mr. W. A. Pattillo, Mrs. H. T. Parker, Mrs.

L. M. McNeill, Mrs. M. P. Williams, Mr. Nolan Little, Mr. F. A. Mathewson, Mrs. J. M. Pettaway, Miss R. A. Graves, Mrs. W. F. Jones, Mrs. M. F. Forrest, Miss S. B. Garrett, Miss L. R. Hammonds, Mrs. R. M. Little, Mrs. M. W. Matthews, Miss E. E. Lewis, Mrs. T. G. Foster, Mrs. S. M. Thomas, Mrs. A. P. Hooker, Miss E. N. Bryan, Mrs. M. G. Woodley, Mrs. N. W. Bryant, Mrs. R. M. Ganes, Mrs. E. O. Jones, Mrs. E. W. James, Miss H. A. Walston, Miss F. O. Bridges, Mrs. P. W. Bennett, Mrs. M. J. Brown, Mrs. S. J. Patillo.

#### Edgecombe County Group

Miss Mary A. L. Perry, Miss Lois M. Bohannon, Mrs. Effie Batts, Mrs. Lena G. Jones, Mrs. Bertha W. High, Mrs. Marguerite P. Wimberly, Miss Lelia D. Hart, Mrs. Janet Haywood, Mrs. Margaret Baker, Miss Alice Hines, Mrs. M. M. Weston, Mrs. Laura N. Hall, Mrs. Vivian M. Smith, Miss Marion Dupree, Mrs. Ruth Price, Mrs. Catherine Smith, Mrs. Marian Spence, Mrs. Willie F. Bulluck, Mrs. Elizabeth P. Hedgepeth, Mrs. Ethel McCoy Terry, Miss Mamie B. Spicer, Mrs. Beatrice Bulluck, Mrs. Effie A. Everette, Mrs. X. P. Martinez, Mr. Richard H. Pitt, Mrs. Florence T. Arnold, Mrs. Susie T. Pitt, Mrs. Juanita F. Barnett, Mrs. Marion B. Payne, Miss Naomi Parker, Miss Victoria E. Hopkins, Mrs. Maude H. Cozart, Miss Bertha Savage, Mrs. Lucille A. Quinichett, Miss Eloise F. Walker, Miss Dinnie L. Whitaker, Miss Mable J. Williams, Mrs. B. G. Petteway, Mrs. G. M. Grandy, Miss S. R. Hammonds, Miss Mamie Hammonds, Mrs. Theodosia M. Johnson, Mrs. Ada P. Williams, Miss Virginia E. Poole, Miss Luddie Mae Swinson, Miss Blanche T. Scales, Mrs. Bertha B. Williams, Mr. B. B. Bulluck, Mrs. Mary T. Bulluck, Mrs. Ethel H. Baker, Miss LaVerne Miller, Mrs. Pauline M. Grant, Mrs. Lottie C. Hart, Miss Ella Louise Pailin, Mr. Samuel A. Gilliam, Mrs. Mabel B. Lawson, Mrs. C. G. McClurkin, Mrs. Leila Laws Gay, Mrs. Laura B. Holley, Mrs. Annie W. Johnson, Mrs. Minnie Taylor Bulluck, Mrs. Louella W. Dickens, Miss Addie A. Laurence, Mrs. Catherine P. Williams, Mrs. Sarah B. Pitt, Mrs. Emma A. Kates, Mrs. Olive S. Bridges, Mrs. Marie B. Heggins, Mrs. A. H. Harren, Mrs. C. H. Shelly, Miss Eloise Pittman, Mr. R. B. Smith, Mrs. Tyres W. Keyes, Mrs. Sallie M. Small, Mrs. Maggie H. Carroway, Miss Alma L. Jones, Miss P. E. Perry, Mrs. Dorothy B. Gilliam, Mrs. Irma Joyner Smith, Mr. A. A. Smith, Jr., Mrs. E. M. Venture, Mr. C. D. Wooten, Miss Laura Bethea, Mrs. Beulah G. Wilkes, Mr. C. M. Carroway, Mr. James R. Walker, Mr. L. C. Rogers, Rev. J. W. Wiley, Miss Neil A. McLean, Mrs. Georgia P. Wiley, Miss D. Gladys Hammonds, Miss Violet E. Perry, Mrs. G. Durham Grice, Mrs. Ida W. Knight, Mrs. J. I. Gordon, Miss Cora E. Slade, Mrs. M. Phillips Boddie, Miss M. Elizabeth Reid, Mrs. E. Briggs Foreman, Mr. N. E. Rice, Mrs. Lina B. Alston, Miss Bertha L. Pender, Miss Lula E. Barfield, Miss Della Lee Pitt, Mrs. Maude L. Landis.

#### EDGECOMBE-NASH COUNTIES

(100 per cent)

#### Rocky Mount City Schools

##### Booker T. Washington School

Mr. O. R. Pope, Mr. Randolph Armstrong, Miss Anna E. Brown, Mr. Earl C. Burnett, Mrs. Marguerite Carson Armstrong, Mrs. E. B. Davis, Miss Onelia Davis, Mrs. E. R. Hawkins, Mrs. Wilma Lassiter, Mrs. Mabel Lenhardt, Miss Beatrice Moore, Mr. George E. Pash, Mrs. Iva C. Smith, Mrs. P. R. Tweedy, Mrs. Beatrice Underwood, Miss P. A. Whitley, Miss Ethel Wyche, Mr. E. R. Thompson.

##### Annie W. Holland School

Mr. Boyd L. Ancrum, Mrs. Elsie Bryant Miller, Miss M. C. Porter, Miss Lillian Wells, Mrs. C. V. Hatcher, Mrs. L. L. Battle Davis, Mrs. Lena R. Battle, Mrs. L. L. Thippen, Mrs. J. P. Cotton, Mrs. Hattie V. Thippen, Miss K. B. Grey, Mrs. C. C. Williams, Mrs. L. Y. Brown, Mrs. L. S. Pittman.

##### Lincoln School

Mr. Charles T. Edwards, Mrs. Ella Battle Allen, Mrs. Annie B. Armstrong, Mrs. Annie Flournoy Biggs, Miss Paula L. Brown, Miss Juanita Exum, Mrs. Sadie Spatey Kirby, Miss Mary Francis Lane, Miss Ethel M. Lucas, Mrs. Annie Whitehead Neville, Mrs. Jessie Hagans Pash, Miss Annie Laurie Perry, Miss Rebecca L. Perry, Mrs. Helen Coleman Redding, Mrs. Georgia Pugh Walker, Miss Ida Boone Westry.

##### O. R. Pope School

Mr. M. Davis, Miss Catherine Anthony, Mrs. Mary L. Backus, Mrs. Annie W. Battle, Mrs. Ila K. W. Bellamy, Mrs. Mable S. Bowen, Mrs. Gladys M. Cofield, Mrs. Nannie B. Gaynor, Mrs. Susie A. Hagans, Mrs. Sarah S. Leonard, Miss Myrtle L. Lucas, Mrs. Corleuse F. Morgan, Miss Lizzie A. Pittman, Mrs. Martha B. Townsend, Mrs. Gladys W. White.

#### State Training School for Negro Girls

Miss Mae D. Holmes, Mrs. Leanna T. Crawford, Miss Blanche G. Reid, Mrs. Freda M. McNeil, Miss Margaret Hunter, Mrs. Emma Perry Boger, Mrs. Emma W. Sasser, Mrs. H. Rose Taylor.

#### FORSYTH COUNTY

(100 per cent)

##### Forsyth County Unit

Mr. E. E. Hill, Mr. D. L. Lash, Mrs. I. P. Hairston, Miss V. M. Weaver, Miss Ruth Summers, Miss Virginia Williams, Mr. W. E. Henderson, Mr. L. W. King, Mrs. M. B. Faulkner, Mrs. E. J. Phillips, Miss Johnnie S. Spann, Mrs. Clara E. Douglas, Mr. E. L. Martin, Mrs. Eulalia H. Peterson, Mrs. Barbara Alexander, Mrs. G. H. Ashley, Mr. E. E. Baisley, Mrs. Edythe Williams, Miss Virginia Alexander, Mr. H. L. Coble, Mr. H. E. Scales, Mr. F. King Thomas.

##### Winston-Salem City Schools

(100 per cent)

##### Fourteenth Street School

Mr. J. D. Ashley, Miss Janie Adams, Miss Irma L. Banks, Miss Gwendolyn Browne, Mrs. Essie O. Donoho, Miss Nammie M. Erwin, Miss Mamie Faithful, Mrs. Esther Fountain, Miss Zetta K. Gabriel, Mrs. Hazel Garrett, Mr. J. Walter German, Mrs. Ella Haith, Mrs. Eleanor Hall, Mrs. Glennie M. Hall, Mrs. Edith Hammond, Mrs. Mary L. Jeffreys, Miss Doris Jenkins, Mrs. Nannie S. Johnson, Mrs. Ella B. Jones, Mrs. Agnes Lee, Mr. Charles I. Martin, Miss Viola McKnight, Mrs. Willa H. Michael, Miss Piccola Morrow, Miss Rosa B. O'Kelly, Miss Minnie Patterson, Mrs. Juanita S. Penn, Miss Hazel Ransom, Mrs. Edna C. Revels, Miss Clarice Scales, Mrs. Sally L. Simms, Mrs. Josie W. Simons, Miss W. Odell Spellman, Mrs. Lizette Staplefoote, Mrs. Evelyn C. West, Mrs. Ida M. Williams.

##### Skyland School

Mr. D. C. Hobson, Miss Edith Hayes, Mrs. W. H. Kennedy, Mrs. Ester Lassiter, Miss O. A. Devane, Miss Ruth Holden, Miss Curlee Walls, Miss M. A. Roseman, Mrs. A. T. Jeffers, Mrs. G. J. Hall, Miss Alvia Wilson, Mr. A. M. Muldrow.

##### Columbia Heights Primary School

Mrs. Lillian B. Williams, Miss Mabel L. Allen, Mrs. Eloise E. Dillabunt, Miss Edmonia Durry, Mrs. Maria L. Ferguson, Miss Erma Jones, Miss Gladys Mauney, Mrs. Belle D. McCorkle, Mrs. Sara S. Oliver, Mrs. Irene L. Pannell, Mrs. Vera P. Sadler, Miss Evelyn Spencer, Miss Sara Thigpen, Mrs. Lottie G. Wilkins, Miss Lauramer Williams.

##### Columbia Heights Elementary School

Mr. A. B. Reynolds, Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. C. O. Cloud, Mr. E. O. Diggs, Mrs. C. D. Elam, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Miss N. C. Foster, Mr. B. D. Friends, Miss E. D. Graves, Mr. L. B. Greene, Miss F. B. Hairston, Miss L. C. Hairston, Miss D. C. Hayes, Miss T. E. Koger, Miss M. B. Lancaster, Mr. J. O. Lowery, Mrs. N. S. Manning, Miss P. A. Neal, Miss E. H. Sadler, Mrs. E. G. Simpson, Miss E. L. Wentz, Mrs. E. S. Williams, Mrs. D. H. Venable, Mrs. L. D. Yarborough.

##### Woodland Avenue School

Mr. R. S. Hayes, Miss E. L. Burrell, Miss E. Faye Cash, Mrs. Margratha Haith, Miss A. P. Hight, Miss L. L. Hooper, Miss O. C. Howell, Mrs. N. L. Lewis, Mrs. M. K. McCurry, Mrs. M. L. Pitts, Mrs. B. G. Robinson, Mrs. N. L. Taylor, Mrs. G. B. Tonkins, Mrs. V. S. Wagner, Miss L. C. Wesley, Miss G. M. Whitworth, Mrs. M. O. Wright.

##### Kimberley Park School

Mr. A. H. Anderson, Mrs. L. M. Anderson, Mrs. V. T. Banks, Mrs. M. S. Burns, Miss C. A. Coleman, Mrs. S. H. Clayton, Mr. L. A. Cook, Mr. B. N. Cook, Mrs. L. C. Compton, Mrs. G. S. Crawford, Miss O. Ford, Mrs. R. S. Harris, Miss A. R. Hendricks, Mrs. S. V. Hodge, Mrs. C. C. Humphrey, Mrs. W. B. Lash, Mrs. E. B. Lewis, Miss M. L. Lewis, Mr. L. E. Patterson, Mrs. R. B. Lewis, Mrs. D. O. Penn, Mr. R. L. Pitts, Mrs. S. W. Powell, Mrs. H. P. Stevens, Mrs. R. P. Matthews, Miss A. E. Setzer, Miss L. C. Sheffey, Mrs. B. P. Spainhour, Miss S. M. Speight, Mrs. H. G. Tanner, Mrs. W. Y. Truesdale, Miss M. P. Truesdel, Mrs. L. D. Watson, Miss B. Watts, Mrs. M. L. Wooten, Mrs. I. A. Todd, Mrs. V. T. Cromwell.

##### Atkins High School

Mr. J. A. Carter, Mrs. Hannah D. Atkins, Miss C. Theola Balkcom, Mr. J. H. Coles, Miss Arleen E. Dudley, Mr. Robert L. Graves, Mr. Lawrence Gray, Mrs. L. S. Hairston, Mrs. Mary R. Hauser, Mrs. Rosetta Hauser, Miss Effie I. Heritage, Mrs. Medora Y. Hill, Mr. Thomas H. Hooper, Jr., Mr.

Calvert B. Jeffers, Mr. A. C. Jordan, Mr. David W. Jones, Mr. Charles C. Lassiter, Miss Theresa W. Lee, Mr. Jesse W. McDonald, Mrs. K. B. Mereney, Mr. H. C. Miller, Mr. Jesse Morton, Miss E. L. Pettis, Mr. Thomas F. Poag, Mrs. Marguerite Richardson, Miss Marguerite Rogers, Mr. Henry T. Saunders, Mr. Clarence Sawyer, Mrs. Curtis M. Scales, Mrs. I. J. Scales, Mrs. M. T. Stephens, Miss Ethel M. Stith, Mrs. Birdie L. Vaughan, Miss Thelma J. Wallace, Mr. Togo D. West, Miss Sadie Williams, Mr. E. F. Wilson, Mrs. Lois W. Woodland, Miss Fredericka Young.

#### Winston-Salem Teachers College

Dr. F. L. Atkins, Mrs. Martha S. Atkins, Mr. J. Alston Atkins, Mrs. Daisy F. Balsley, Dr. L. E. Boyd, Mr. Thomas J. Brown, Miss Florence T. Butler, Mrs. Josephine M. Clanton, Mr. Herbert L. Clark, Mrs. Frances R. Coble, Mr. John P. Diggs, Mr. Hamlet E. Goore, Miss Theodosia V. Hall, Mr. Moyer M. Hauser, Mr. Travis R. Hunt, Miss Elva V. James, Mr. George L. Johnson, Mr. Albert P. Marshall, Mr. Charles J. Parker, Mrs. Florence T. Reynolds, Mr. A. I. Terrell, Mrs. Lucille G. Terrell, Miss Ethel C. Wilkinson, Mr. Howard K. Wilson, Dr. J. W. Holmes, Mrs. Fannie S. Holmes, Miss Louise B. Terry.

#### FRANKLIN COUNTY

(100 per cent)

##### Franklinton Township Unit

(100 per cent)

Mrs. Mattie H. McCrimmon.

##### Albion Academy

Mr. J. P. Mangrum, Mrs. Burette Mangrum, Mrs. Q. E. D. Hawkins, Mrs. Willie Mae Hardy, Miss A. O. Haywood, Mr. W. D. Burton, Mrs. Annie M. Campbell.

##### B. F. Person School

Mrs. Carrie Savage Hawkins, Mrs. A. W. King, Mr. Melville Person, Mrs. Mattie H. McCrimmon, Mrs. Eleanor R. Greene, Mrs. Daisy V. Long.

##### Mt. Olive School

Mrs. Ora L. Person, Miss Grace Baptiste.

##### Wilders School

Mr. T. J. Young.

##### Katesville School

Miss Hudie Sills, Mrs. Susie Sills Alston.

##### Copeland Perry School

Mr. R. J. Campbell, Mrs. Elsie Harris.

##### Concord School

Mr. H. T. McFadden, Mrs. Maud McFadden, Mrs. Novella H. Reid.

##### Franklin County Unit

(100 per cent)

##### District No. 1

Mr. C. A. Harris, Miss G. J. Yarborough, Miss Bernice D. Archie, Mrs. Vivian N. Price, Miss Madie L. White, Mrs. Readie H. Ruffin, Miss Carmen E. McKnight, Miss E. M. Syms, Mrs. Christie W. Deaver, Mrs. Cornelle E. Conway, Mr. T. E. Conway, Mr. A. G. Coley, Miss Essie B. Hendricks, Miss Mary L. Hill, Miss Lucy S. Bradshaw, Miss C. M. Stephenson, Mrs. Virginia H. Levister, Mrs. Camilla A. Buxh, Miss Peggy O. Yarborough, Mrs. Lurepena A. Dunn, Mrs. Mary L. P. Johnson, Mrs. Emily F. Johnson, Mrs. Lucy S. Yarborough.

##### District No. 2

Mr. Edward E. Manley, Miss Martha L. Foster, Miss Lucy B. Shaw, Miss Martha G. Massenbun, Mrs. Gertrude A. Jones, Miss Ethelene W. McKnight, Mrs. Inez W. Thomas, Mr. Arthur A. Williams, Mrs. Mary E. Forte, Mr. Earlie L. Brodie, Miss Mayme J. Hawkins, Mrs. Evelyn T. Jenkins.

##### District No. 3

Mr. J. E. Wilson, Mrs. Hattie B. Spruill, Mr. William L. Spruill, Mrs. Clara E. Holt, Mrs. Bertha D. Wilson, Mr. Cedric H. Jones, Miss Annie A. Haywood, Mrs. Betty G. Thomas, Mrs. Sallie L. Rodwell, Mrs. Sarah J. Davis, Miss Susie B. Rodwell, Mrs. Mary G. Livingston, Mrs. Priscilla M. Alston, Mrs. Ellen S. Alston, Mrs. Sadie M. Suitt, Rev. T. M. Alston.

##### District No. 4

Mrs. Anna B. Harris, Miss Ruth C. Burt.

##### District No. 5

Mr. R. M. Darden, Miss L. C. Worley, Mr. J. L. Nicholson, Miss S. I. Mitchell, Miss Q. E. Hester, Miss B. R. Brewington, Mrs. A. R. Hawkins, Mrs. L. M. Harrell, Mrs. G. M. McKethan, Rev. S. L. Suitt, Mrs. N. C. Crudup, Miss J. E. Merritt, Mrs. C. Y. A. Martin, Mrs. S. Woodard, Mrs. E. D. Alston, Miss M. L. Hall.

**GASTON COUNTY****Cherryville City Unit**  
(100 per cent)**John Chavis High School**

Mr. J. H. Twitty, Mrs. E. R. Fleming, Miss E. V. Hutchison, Mrs. C. B. Byers, Miss J. I. Pass, Mr. W. B. Howell, Mrs. J. G. Morgan, Miss A. L. Baker, Mrs. Mary E. Cunningham, Mrs. E. T. Mann.

**Gastonia City Unit**  
(100 per cent)**Highland High School**

Mr. T. Jeffers, Miss Annie L. Potts, Miss Anne D. Wellmon, Mrs. Marie T. Revis, Miss Ruth E. Adams, Miss Florence C. Floyd, Mrs. Marion E. Stokes, Mrs. Ruth J. Benson, Mrs. Cleo F. Rozzell, Mrs. Blanche P. Williams, Miss E. Myrtle Pryor, Miss Mary E. Skinner, Mrs. Hazel M. Barber, Mrs. Gladys E. Costner, Miss Edwina E. Simpson, Mrs. Velma J. Blair, Miss Effie M. White, Mrs. Lucia F. Taylor, Miss Mary E. Dendy, Mrs. Carnella H. Dunn, Mr. Robert L. Schooler, Mrs. Eva L. Davis, Mr. J. R. Robinson, Mrs. Constance B. Henry, Mr. Harry D. Patterson, Mrs. Drewella G. McCallum, Mr. Eugene L. Dunn, Mr. Charlton R. Hamilton, Mr. Jerome E. Oxner, Miss Esther G. West, Miss Grace L. McCollom, Mr. Franke E. Parker.

**Gaston County Unit****Lincoln Academy**

Mr. E. D. Wilson, Mr. William Alexander, Miss Ruby G. Hayes, Miss Ira E. Tooson, Mrs. Edna H. Draughan, Mrs. Mary J. Coleman, Miss Adde L. Jones, Mrs. Grace W. Johns, Miss Mary S. Slade, Mrs. Frankie Carson, Miss Mary E. Owen, Mrs. Marjorie Gaines, Mr. Carl M. Roberts, Mrs. Laura Chavies, Miss Annie L. Richardson, Mrs. Dorothy Webber, Mrs. Margaret W. Wilson, Miss Elva M. Trollinger, Mr. Edward W. Draughan.

**Dallas School**

Mrs. F. C. Adams, Miss E. H. Mills, Mrs. G. C. Vining, Mrs. L. Montgomery.

**Ranlo School**

Mrs. Dora R. Humphrey, Mrs. Marie Hamilton.

**Jackson Knob School**

Miss Edith Parker, Mrs. Lillian Crawford.

**Cramerton School**

Mrs. Maude M. Jeffers.

**Crowders School**

Mrs. Mary H. Reeves.

**GATES COUNTY****Gates Training School**

Mr. T. S. Cooper, Miss Naomi T. Powell, Mr. R. S. Cooper, Mrs. H. G. Spellman, Mrs. Inez B. Williams, Mrs. Bernice P. Sawyer, Mr. C. M. Sawyer, Mrs. C. H. Patterson, Mrs. R. A. Cooper, Mr. T. S. Cooper, Mrs. Lillie R. Lynch, Miss Martha Long, Miss Sarah Lane.

**Gates County Unit**

Mr. W. N. Douglas, Miss D. L. McFadden, Rev. R. R. Purnell, Mrs. L. L. Sylvester, Mrs. Addie James, Mr. Paul Seymore, Miss Ruth Barrow, Rev. H. L. Mitchell.

**GRANVILLE COUNTY****Oxford City Unit****Orange Street School**

Mr. James W. Hall, Miss Sadie A. Ridley, Mrs. Lillian Q. Hamme, Mrs. James C. Baptiste, Mrs. B. B. Green, Mrs. Marie T. Cureton, Mrs. Ollie H. Johnson, Mrs. Adele R. Greene, Mrs. Frances J. Hawley, Miss Hallie S. Barnes, Mrs. Bessie C. Ransom, Mrs. Eva C. Anderson, Miss Courtney N. Eaton, Mrs. Ruth H. Payne, Mrs. Nora D. Hicks, Mrs. Bessye P. Tyler.

**Mary Potter School**

Dr. H. S. Davis, Mrs. I. S. Brennon, Mr. R. A. Lewis, Miss Biverous Pretty, Miss E. D. Peace, Miss M. A. Hargrove, Mr. J. W. Saunders, Mrs. Elaine McGhee, Mrs. Lillie J. Lamarr, Mr. G. R. King, Miss Elnora Smith, Mrs. A. M. Gillespie, Miss Esther R. Jordan, Miss Lydia Staten, Mrs. Lillie C. Carter, Mrs. Monte V. Cowan, Miss Jeanetta Martin, Miss Edith Scriven.

**Colored Orphanage School**

Mrs. L. B. Smith, Mrs. C. H. McGhee, Mrs. B. G. Williamson, Mr. A. R. Howell, Mrs. R. M. Cousins, Mr. L. T. Cheatham, Mrs. C. G. Belton, Mrs. E. G. Littlejohn.

**Antioch School**

Mrs. Georgia R. Greene, Mrs. Lula F. McGhee.

**Cozart School**

Miss Ethel Jones.

**Granville County Unit**

(100 per cent)

**Berea District**

Mr. Warner H. Cannady, Mrs. Susie Cooper, Mrs. Hattie Hester, Mrs. Irene Tyler, Mrs. Mary F. Yancy, Mrs. Mollie Chavis, Miss Nancy Mays, Miss Taylor Oakley.

**Creedmoor District**

Mr. G. C. Hawley, Mr. J. J. Eisbey, Mr. A. J. McGhee, Miss V. L. McAden, Mrs. E. E. Meadows, Miss H. M. Livas, Mrs. P. B. Jackson, Mrs. L. S. Hedgespeth, Miss I. F. Hicks, Mrs. E. H. Meddling, Miss V. E. Williams, Mrs. W. V. Tate, Miss H. L. Moore, Mrs. N. B. Eaton, Mrs. M. B. Yates, Mrs. D. S. Spring, Mrs. L. B. Green.

**Oak Hill District**

Mr. William Baptiste, Mrs. C. H. F. Brodie, Mrs. M. W. Gant, Miss Andolia Oakley, Miss D. A. Joyner, Miss Christine Shuford, Mrs. A. W. Gregory, Mrs. Nannie Wilson, Mrs. W. B. Gibson, Mrs. Lelia B. Smith, Miss Aurelia Burton, Miss Dorothy McGhee, Mrs. Rachel Blackwell, Mrs. Beatrice Lassiter, Mrs. Louise Bibby.

**Wilton District**

Mr. Charles E. Gregory, Mrs. L. V. Anderson, Mrs. Doris B. Davis, Miss Lucretia H. Harris, Miss Sarah Harris, Mrs. E. B. Young, Mrs. E. R. Chavis, Mrs. Addie T. Howard, Miss Janie Edmonson, Mrs. Hattie Rogers, Mrs. Elizabeth Alston, Mrs. O. K. Sanford.

**Stovall District**

Mrs. F. H. Jeffers, Mrs. L. L. Poole, Mrs. M. C. Fein.

**Berrigold School**

Mrs. Roberta Gilreath.

**Mountain School**

Mrs. Beatrice Wilson.

**Gela School**

Mrs. Josephine Graham.

**Greenwood School**

Miss Elizabeth Hicks.

**Young Zion School**

Miss Pride Perry.

**Micheals School**

Miss Olivia Bullock.

**Bullock School**

Mrs. Mary Winbush.

**Stem District**

Mrs. Pearl Tillery, Miss Letha Jones.

**GREENE COUNTY****Greene County Tr. School**  
(100 per cent)

Mr. L. H. Smith, Jr., Mrs. C. J. Johnson, Mrs. H. T. Joyner, Mrs. R. E. Edwards, Mrs. G. S. DeVane, Mrs. M. I. Burge, Mrs. G. T. Edwards, Mrs. M. E. Suggs, Mrs. M. K. Dudley, Miss V. J. Holland, Miss Rother L. Suggs, Miss Rosa L. Suggs, Miss W. D. Carroll, Mr. A. M. Stitt, Mr. G. W. White, Mr. R. E. Vick.

**GUILFORD COUNTY**

(100 per cent)

**Greensboro City Schools****Dudley High School**

Mr. J. A. Tarpley, Mrs. H. J. Collette, Mrs. F. G. Derrick, Mrs. N. D. Arnette, Mrs. A. D. Bailey, Mr. C. L. Bradley, Miss W. Butler, Mrs. R. L. Davies, Mr. V. H. Chavis, Miss M. Z. Colson, Miss R. E. Favors, Mrs. J. Goldsborough, Mr. W. Goldsborough, Mrs. B. T. Grant, Miss A. M. Henderson, Mrs. L. L. Humphrey, Mrs. E. H. Jenkins, Mr. F. W. Kenney, Mr. N. V. Macomson, Mrs. W. M. McLaughlin, Mr. N. E. McLean, Mrs. E. H. Miller, Mrs. Eloise L. Penn, Mrs. Vera B. Quarles, Mr. G. A. Rivers, Mrs. W. W. Riddick, Mr. J. W. Sapp, Mrs. B. J. Wells, Mrs. E. H. Ellerson, Miss M. A. Simmons, Mrs. Anna L. Davis.

**Washington Grammar School**

Mr. W. L. Jones, Mrs. C. W. Hawkins, Mrs. E. M. Barnes, Mrs. N. W. Bowling, Mr. F. J. Brown, Miss P. T. Byers, Mrs. A. S. Chavis, Mrs. N. A. Coley, Mrs. W. A. Clapp, Mrs. M. S.

Henry, Mrs. N. C. Jones, Mrs. Fannie S. Leary, Mr. J. A. McKee, Mrs. K. W. Nicholson, Mrs. L. C. Tarpley, Mrs. B. B. Preer.

**Washington Primary School**

Mr. J. S. Leary, Mrs. J. W. Adams, Mrs. A. W. Baker, Mrs. D. S. Enoch, Mrs. C. T. Forney, Mrs. B. M. Graham, Mrs. L. J. Greer, Mrs. R. G. Hood, Miss M. A. Kirkland, Mrs. E. B. Lewis, Mrs. D. L. McNair, Mrs. G. T. Simkins, Mrs. O. P. Womack.

**Terra Cotta School**

Mr. T. W. Cowan, Mrs. M. F. Mayfield, Miss P. M. Scarlette.

**J. C. Price School**

Mr. A. H. Peeler, Mrs. A. J. Alexander, Mrs. L. D. Brown, Mrs. F. P. Crawford, Mrs. L. D. Ferguson, Mrs. M. Y. Hairston, Mrs. G. M. Hammonds, Mrs. C. H. Humphrey, Mrs. G. B. McKoy, Mrs. A. A. Melton, Miss B. Minor, Mr. C. C. Miller, Mrs. A. B. Moore, Mrs. L. D. Nelson, Miss C. McCollough, Mrs. H. P. Oldham, Miss C. L. Taylor, Mrs. S. M. Taylor.

**Jacksonville School**

Mrs. G. D. Woods, Mrs. H. H. Booker, Mrs. G. G. Brown, Miss D. O. Johnson, Mrs. L. N. Lomax, Mrs. M. R. Logwood, Mrs. P. W. Tillman, Mrs. E. B. Wise.

**Charles H. Moore School**

Mrs. F. R. Alston, Mrs. Sudis E. Byarm, Mrs. S. P. Ruff, Miss C. E. Hill, Miss I. S. Jones.

**Jonesboro School**

Mrs. P. A. Donnell, Mrs. M. C. Douglas, Mrs. M. H. Jones, Mrs. L. S. Taylor.

**Guilford County Unit**

Mr. T. E. Humphrey, Mrs. Odessa M. Long, Mrs. Mary J. B. Setzer, Mrs. Elma Theola Graves, Miss Mamie Taylor, Mrs. Anna M. Ingram, Mrs. Velma J. Neal, Miss Annie L. Holley, Mrs. Irene Booker, Mrs. Mary Manley, Miss Maud Greet, Mr. G. D. Tillman, Miss Gereldine Donnell, Mrs. Melba D. Whitley, Mrs. Georgianna Matthews, Mrs. Mary G. Cole, Mr. Clifton O. Howell, Miss Roberta Witherspoon, Mrs. Lizzie Holt, Mr. Victor Blackburn, Mrs. Elizabeth Baker, Mrs. Gwendolyn C. Montgomery, Mrs. Grace F. Bruce, Mr. F. B. Morris, Mrs. Alma Taylor, Miss Montrose Garrett, Mrs. Connie M. Mebane, Mrs. Annie L. Foster, Mrs. Rena M. Bullock, Mrs. Eunice V. Cotton, Mrs. Rosa V. Hopkins, Mrs. Bessie J. Avery, Mrs. Clara B. Rieves, Mrs. Irene Strickland, Mrs. Bessie Nance, Miss Parah E. Johnson, Mrs. Beatrice R. Jones, Miss Ada M. Tonkins, Miss Helen C. Chapman, Mrs. Alvarada B. Johnson, Miss Anne Allen, Miss Viola M. Boone, Mrs. Bessie F. Reddick, Mrs. Annie J. Bradham, Mr. William L. Peay, Mr. George R. Jordan, Mrs. Duella M. Laughlin, Mrs. Bessie O. Turner, Mrs. Annie E. Jeffers, Mrs. Amette M. Long, Mrs. Lucille A. H. Smillie.

**Sedalia School**

Mrs. B. H. Coles, Mrs. Mary Allen, Miss Oneo Bigelow, Mr. Archie Cameron, Mrs. Celeste Hearington, Miss Willa A. McIver, Mrs. Maltie A. Moffitt, Mrs. P. K. Spelman, Mrs. Vina W. Webb, Miss Elizabeth Smith.

**High Point City Unit****Leonard Street School**

Mr. Shepard S. Whitted, Mrs. Ethel B. Balenger, Miss Aurelia Lester, Miss Elizabeth Perry, Mrs. Cornelia B. Reid, Mrs. Beulah Mc. Boyd, Mrs. Thenia Y. Brincefield, Mrs. Lillian B. S. Merritt, Mrs. Dahla D. Ingram, Miss Beatrice B. Lomax, Mrs. Terah W. Whitten, Mrs. Charlie Curry, Mrs. Julia I. Hall, Mrs. Katye B. McAdoo, Mrs. Callie Holmes, Mrs. Margaret J. Simmons, Mr. Lester L. Boyd, Mrs. Willie Mae Boyd, Mrs. Marie B. Rivers.

**Fairview School**

Miss Mytrole L. Graye, Mrs. Lessie E. Flowe, Mrs. Galatia E. Lynch, Mrs. Mary Blackburn, Miss Anna L. Boyd, Mrs. Magolia M. Hart, Mrs. Edna V. Perry, Miss Mattie C. Robinson, Miss Nettie C. Moss, Mrs. Janie K. Williams, Mrs. Mary G. Williams.

**William Penn High School**

Mr. S. E. Burford, Mrs. Eunice Baldwin, Mrs. Willard B. Barnes, Mrs. Clara Caldwell, Mrs. Ethel G. Cobb, Mr. Thomas W. Hughes, Miss Annie L. Jones, Mrs. Romelia G. Mason, Mrs. Alice P. McLeod, Mr. Willis M. Menard, Mr. James E. Reid, Mrs. Ethel P. Wilson, Mrs. Grayce W. Yokely, Mr. Clarence E. Yokely.

**A. and T. College**

Dr. F. D. Bluford, Mr. W. T. Gibbs, Mr. H. R. Arnette, Miss Vivian F. Bell, Miss B. A. Bianchi, Mrs. Pearl G. Bradley, Mr. C. A. Braithwaite, Mr. C. W. Carter, Mr. T. A. Clarke, Mrs. Allie Clift, Mr. V. A. Clift, Miss G. U. Daingerfeld, Mrs. L. N. Ferguson, Mrs. W. H. Gamble.

Carrie V. Hill, Miss Theda A. Hill, Mr. D. G. Kean, Miss Effiette Martin, Mrs. S. C. Martin, Mr. B. L. Mason, Mr. T. D. Peters, Mr. James Reeves, Miss Vivian B. Pickard, Dr. W. N. Rice, Mr. Broadus Sawyer, Miss Alma Morrow, Rev. D. G. Speller, Dr. R. K. Williams, Mr. S. C. Smith, Mr. J. M. Marteen, Mr. George A. Roddy, Mr. A. C. Bowling, Mr. L. A. Wise, Dr. C. L. Cooper, Mr. M. B. Holloway, Mr. L. S. Riddick, Mrs. V. S. Stroud, Mr. H. Liston, Jr., Mrs. Margaret Bolden, Mr. E. S. Carr, Mr. C. R. A. Cunningham, Mrs. Geraldine Dawson, Mr. C. E. Dean, Mr. Harold Delaney, Mrs. Katherine Epps, Mr. J. W. R. Grandy, Mr. E. H. Hammond, Mr. W. T. Johnson, Mr. James Pendergrast, Miss A. E. Jones, Mr. J. C. Kennedy, Mr. J. S. Ruffin, Miss Myrtle Thompson, Mr. R. L. Wynn, Mr. R. E. Jones.

#### Bennett College

Dr. David D. Jones, Mr. R. D. Crockett, Miss Winona Dagler, Mrs. Willie Grimes, Mr. David Holland, Mr. Albert T. James, Mr. Robert L. Jack, Miss Bessie R. Jones, Mrs. Susie W. Jones, Miss Daphne Lawson, Miss Icie Parks, Mrs. Dorothy S. Smith, Mrs. Minnie Smith, Miss Barbara Ware, Miss Vashti Warren.

#### HALIFAX COUNTY

(100 per cent)

#### Halifax County Unit

(100 per cent)

#### Hobgood School

Mr. Leroy Wilson, Mrs. Ruth Jones, Mrs. Jessie W. Johnson, Mrs. Lillie B. Hill, Mrs. Ava J. Wilson, Mrs. L. C. Alderman.

#### Eastman High School

Mr. W. A. Holmes, Mr. H. P. Richardson, Mr. M. C. Miller, Mr. Joseph Battle, Mrs. Willia Marable, Miss Jessie Stewart, Miss Doris Littlejohn, Miss M. V. Giles, Miss Elizabeth Sapp, Miss Hannah S. Bogle, Miss Madelyn Williams, Mrs. Isabelle Jamieson.

#### Inborden School

Mr. Cornelius Jones, Mrs. Bertha Bullock, Mrs. Margaret Scott, Mrs. Christine Whitaker, Mrs. Mable Johnson, Mrs. Elvira Ashley, Mrs. Vernon Thornton, Mrs. Anna Rogers, Miss Ruby Rowland, Miss Ruby Mangrum, Miss Edna Barrett.

#### McIver High School

Mr. Luther S. Gilliard, Mr. W. B. Jamieson, Mrs. Doris H. Miller, Miss Ernestine Hayes, Miss C. E. Nedd, Mrs. Helena Harris, Mrs. Okay Finch, Mrs. Elsie J. Reavis, Mrs. Margaret Morgan, Miss Archie Fowler, Miss Mary Wheeler, Mr. James Hannon, Miss Thelma Gilliam, Miss Doris Whitaker.

#### Print School

Mr. C. G. Avent, Jr., Mrs. Alice M. Williams, Mrs. Sadie F. Rainey, Mrs. Curtis T. Joshua, Mrs. Mattie J. Pressley, Miss Lelia Reid.

#### Brawley High School

Mr. J. C. Bias, Mr. J. H. Bullock, Miss Annie S. Hawkins, Miss Carrie Randolph, Mrs. Ruth W. Jones, Mrs. Grace S. Holmes, Mrs. Annie J. Cooper, Mr. C. B. Cooper, Mr. Alexander Smith, Mrs. LeEtta Spel's, Mrs. Irene Moseley, Mrs. Leah E. Shields, Mrs. Hildagarde Muttis, Mrs. Annie L. Connor, Mrs. Carolyn S. Bias, Miss Gwendolyn Gill, Mrs. Ernestine Felton, Miss Lucille Townsend, Miss Idonia Dixon.

#### Dawson School

Mr. B. A. McGeachy, Mrs. L. L. Schultzes, Mrs. Arnie M. Barnes, Mrs. Edith M. Shields, Mrs. Grace J. Cooke.

#### Halifax County Training School

Mr. W. B. Davis, Miss Louise Henderson, Mr. William E. Jones, Mrs. Lucille E. Cooke, Mrs. Verta Mae Pridgen, Mrs. M. Morgan Phillips, Miss Bernice J. Byrd, Mrs. Elizabeth Woodruff, Mrs. C. T. Blackwell, Mrs. Willie H. Cheek, Miss Courtney Tucker, Mrs. L. V. Dickey, Miss Mary V. Woods, Miss Lillian H. Moore, Miss Maude Freeman.

#### Samshead School

Mr. B. W. Logan, Mrs. Blanche Smith, Mrs. Dorothy R. Staton, Miss Elizabeth Goode, Miss Adeline Richardson.

#### Halifax County Unit

Mrs. Uzella McDaniel, Miss Virginia Haywood, Mrs. Dorothy Wills, Miss Mamie Clark, Miss Katie Bond, Miss Maria Shaw, Mrs. Julia Adams Banks, Miss Helena Hardy, Mr. Claude T. Johnson, Mrs. Gossie Clarke Mills, Mrs. Marie Sneed, Miss Lucinda Clarke, Miss Ethel Smith, Mr. D. W. Holt, Mrs. Hattie H. Richardson, Miss Sallie M. Hardy, Miss Tetrizinnia Nicholson, Miss Maudine Hawkins, Mrs. Wainne Qualls Wilkins, Miss Ava Alston, Miss Atlanta Qualls, Mrs. Viola Pittman, Miss Elsie Woodley, Miss Ida Mills, Miss Matilda

Alston, Mr. R. L. Brinkley, Mrs. Frankie Williams, Mrs. Roxanna Alston Williams, Mrs. Bessie W. Johnson, Mr. B. D. Hardy, Mrs. Annie Brinkley, Mrs. Helen Johnson, Mrs. Mattie Marrow, Mr. Johnson Harris, Miss Vivian Reed, Miss Virginia Davis, Mrs. Gladys Johnson Clark, Miss M. Addie Clarke, Miss Annie Shearin, Mrs. Willie H. Faulcon, Mrs. Gladys S. Bond, Mrs. Martha W. Jackson, Miss Annette Cofield, Miss Ruth E. Fields, Mr. John Welch, Mrs. Pearl H. Spaulding, Mrs. Mary Bennett Pittman, Mrs. Dora Brown Shearin, Mr. Clarence Branch, Mrs. Annie M. DeBrew, Mrs. Irene Jones, Mrs. Virgil Meekins, Mrs. Nellie Applewhite, Mrs. Carrie Anthony, Mr. G. W. Ellis, Miss Pearl Smith, Miss Thelma Mack, Miss Juanita Williams, Mrs. Rolelia Heritage, Mrs. Corinne Lassiter, Mrs. Estelle Pendergraft, Mr. George Felton, Miss Goldie Parker, Miss Geneva DeBrew, Miss Cora E. Jones, Mr. Julian Lyons, Miss Caradene White, Mrs. Fannie Hawkins, Mrs. Florida Bell Berry, Mrs. Cleo W. Turner, Mrs. Dorothy Huggins, Mrs. Westie Wills, Mrs. Lelia Stanley, Miss Madge Watson, Mrs. Mary Bailey Wilkins, Mrs. Almira Pittman, Miss Mable Arrington, Miss Emily Earl, Mrs. Venelia Anrum, Mr. Clarence Bailey, Mrs. Nannie W. Francis, Mrs. Mary E. Pittman, Miss Martha Holmes, Miss Minnie Collins, Miss Elvenia Whitaker, Mrs. Dora Bryant, Mr. Edwin Hardy, Miss Irene Smith, Miss Charity Whitaker, Miss Frankie Myrick, Miss Susie Ford, Mrs. Mary L. Wilson, Mrs. Mary S. Wilkins, Mrs. Maxine Adams, Mrs. Annie S. Taylor, Mr. Jasper L. Pridgen, Miss Beatrice Long, Mrs. Frankie Young, Mrs. Theresa I. Hale, Mrs. Florence Jones, Mrs. Sadie H. Pettiford, Mr. Peter Williams, Mrs. Johnnie C. Price, Mrs. Annie S. Demery, Mrs. Olivia Austin, Mr. C. C. Clark, Mrs. L. M. Clark, Mrs. Annie S. House, Miss Ethel Marrow, Mrs. Bessie Shields Wilder.

#### John Armstrong Chaloner High School

Mr. D. P. Lewis, Miss M. P. Maggette, Mrs. Lottie May Snyder, Mrs. Iowa B. Johnston, Mrs. Nora N. Proctor.

#### HARNETT COUNTY

#### Shawtown High School

Mr. J. S. Spivey, Mrs. Margaret L. Spivey, Mrs. Inez F. Hawkins, Mr. J. M. Murfree, Miss Helen C. Frazier, Miss Thelma I. Hodge, Mrs. Nannie M. Boston, Mrs. Lueva D. NewKirk, Miss Vivian I. Bizzell, Mr. James M. Ridley, Mr. E. J. Rhue, Mrs. Rolista E. McKoy, Mrs. Iola B. Spruell, Mrs. Blanche A. Sanders, Miss Eloise McNeill, Mrs. Dolly L. Carter, Mrs. Lessye J. Stinson, Mrs. Carolyn Rowland, Miss Alberta Hairston.

#### Harnett County Training School

Mr. A. R. Dees, Mr. E. C. Setzer, Mr. W. R. Hooper, Mrs. Carrie S. McLean, Miss T. W. Tuck, Mrs. B. S. Beatty, Miss L. Louise Culbreth, Mrs. L. H. Dees, Mrs. C. Dublin Avery, Miss P. LaJune Moore, Miss Amelia Smith, Mrs. I. Smith, Mrs. T. O. Satterwhite, Mrs. Eva Minter, Miss M. G. Smith, Miss H. L. Dixon, Miss G. W. Heard, Miss E. L. Elliott, Mrs. Ellen G. Williams, Mrs. M. Horton Sharpe, Mrs. E. M. Ferguson, Mr. William Barnes.

#### Harnett County Unit

Mr. John M. Humphrey, Mrs. Katie B. Forshee, Mrs. Ida D. Matthews, Mrs. Rosa M. McDowell, Mr. Charlie Walker, Mrs. Earthalane S. Clark, Mrs. Carrie L. Atkins, Mrs. Althea B. Mooney, Mrs. Margaret L. Jones, Miss Mildred Dunham, Mrs. Georgia McKoy, Mrs. Freeman Ledbetter, Mrs. Hattie M. Taylor, Mrs. Elizabeth D. Cameron, Mrs. Jessie M. Normille, Miss Essie B. Hall, Miss Grace Riggsbee, Miss Jessie L. Covington, Mrs. Wilma S. Prince, Miss Mattie Hick, Miss Lula E. Walker, Miss Mary J. Chalmers, Mr. John A. Campbell, Mrs. Katie H. Campbell, Miss Irene Black, Miss Ethel Gilmore, Mrs. Mary F. Crowe, Mrs. Annie D. Drane, Mrs. Minnie L. Ryals, Mrs. Mary C. Copeling, Mrs. Vera C. Ryals, Mrs. Petie J. Massey, Mrs. Hattie B. Payton, Mrs. Callie L. Tuck, Mrs. Martha M. Davis, Miss E. V. Totten, Mr. A. T. Tuck, Miss Winifred E. Allen, Miss Mattie A. McLean, Miss G. M. Washington, Mrs. Beatrice G. Rhue, Mrs. Nina C. Baldwin, Mrs. Addie S. Warfield, Mrs. Florie M. Rhoades, Mrs. Jessie M. McKoy, Mr. Charles E. Forte, Miss Elsie O. Allen, Miss Retha E. Tucker, Miss G. Roberta Baxter, Mrs. Annie S. Wright, Rev. John E. Marks, Mrs. Mary R. Cromartie, Mrs. Nellie D. Byrdson, Mrs. Maggie N. Brown, Miss Mary M. Beatty.

#### HENDERSON COUNTY

(100 per cent)

#### Hendersonville City Unit

#### Hendersonville Colored School

Mr. S. E. Durante, Mrs. M. Joyce Mills, Miss Laura B. Cook, Mrs. Bennie Young, Mrs. Eula B. Owens, Mrs. Addie R. Miller, Mrs. Eva R. Pilgrim, Mrs. Lois B. Hauser, Mrs. Odell M. Rouse, Mrs. Mary Lee Edwards.

#### Henderson County Unit

Miss M. A. Jones, Mrs. M. E. W. Cook, Mrs. A. M. Fowler, Mr. G. M. Robinson.

#### HERTFORD COUNTY

(100 per cent)

#### Ahoskie District Schools

#### Robert L. Vann High School

Mr. H. D. Cooper, Mr. J. L. Faulcon, Miss G. E. Hall, Mr. J. W. Futrell, Mrs. S. N. Cooper, Mr. G. T. Bazemore, Mrs. E. Y. Reid, Miss E. K. Pierce, Mrs. A. L. Lawrence, Mrs. M. H. Futrell, Mr. C. S. Yeates, Miss R. M. Jones, Mrs. M. S. Colson, Miss Evangeline Moore, Mrs. L. B. Patterson, Mrs. E. J. Harrell, Mrs. I. N. Yeates, Mrs. C. A. Gatling, Mrs. I. E. White, Mrs. C. C. Holloman, Mrs. D. C. Weaver, Mrs. D. A. Newsome, Mrs. M. M. Bond, Mrs. Maria Newsome, Mrs. V. M. Hart.

#### St. John's School

Mr. T. R. Hall, Miss M. O. Watson, Mrs. Agnes Weaver, Mrs. I. J. Collins.

#### Union School

Mrs. Irabel Riddick, Mrs. Dicie H. Reid.

#### Menola School

Mrs. D. H. Taylor, Miss Arthalia Porter, Mrs. E. R. White.

#### Signboard School

Mrs. L. S. Porter, Mrs. E. N. Faulcon, Miss Agnes Sharpe.

#### Winton Township Schools

Mr. H. C. Freeland, Miss Melba C. Ashe, Miss Sallie Y. Bizzelle, Miss R. Bernice Brett, Mrs. Viola H. Chavis, Miss Annie O. Cowper, Mrs. Lillian N. Everett, Miss Minnie L. Flood, Mrs. Emma C. Freeland, Mrs. Albina B. Hall, Miss Pecolia L. Hall, Mrs. Julia H. Hunter, Mr. M. D. Jarmond, Mrs. Undean W. Jones, Mr. S. F. Lewis, Mrs. Jennie E. McDougale, Mrs. Esther B. Oliphant, Mrs. Dora J. Porter, Miss Marion O. Reid, Mrs. Luvenia B. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mr. C. B. Varner, Mrs. Queen P. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver, Miss Ardelle Garrett, Mrs. Effie Gadsden.

#### Harrellsville Schools

Mrs. Myrtle H. Smith, Rev. Chester A. Hart, Mrs. Hattie L. Beverly, Mrs. Ethel S. Bullock, Miss Louise Holley, Mrs. Fannie V. Holloman, Mrs. Minnie J. Everett, Mrs. Fannie C. Watford, Mrs. R. W. Williams, Mrs. Eunice S. Banks, Mrs. Vivian W. Childs, Miss Virginia D. Jones.

#### HOKE COUNTY

#### Upchurch High School

(100 per cent)

Mr. A. Sessell Gaston, Miss Julia Alberthia Griswell, Mrs. C. B. Norman, Mrs. Sara J. Barber, Mrs. A. W. Pridgen, Mrs. Sarah P. Russell, Mrs. Maggie J. Smith, Mrs. Mammie H. Pierce, Mrs. Sarah F. Hamlin, Mrs. Theresa Wares, Mr. Charles D. Keck, Miss Tulula Parker, Mrs. Helen B. Williams, Mrs. Gladis Avery, Miss Rachell Flemister, Mr. Charles Curry, Miss Susia Mae Truizeris, Miss Anna G. Smith, Mr. Stephen Williams, Mr. Charles H. Thigpen.

#### Hoke County Group

Mr. Garfield Cloeman, Mrs. Leona Coleman, Miss Verona Byrd, Mr. W. C. Campbell, Miss Bonzie Dobbins, Miss Ola Spaulding, Mrs. Rosa McNeill, Mrs. Mary E. McLaughlin, Miss Amanda Francis, Mrs. Rosa Anders, Mrs. A. L. Gaston, Mrs. Vera Williams, Mrs. Flora Hankins, Mrs. Georgia McDowell, Mrs. Aidsy C. Robinson, Mr. L. V. Evans, Mrs. Carrie G. Melvin, Mrs. Estella K. Manning, Miss Dora Gilchrist, Mrs. Avvie Gordon, Mrs. Viola D. Monroe, Mr. John Mumford, Mrs. Lucile Mumford, Mr. Joseph Drake, Mrs. Hannah A. Springs, Miss Ethel J. Rodgers, Mr. T. V. Williams, Mrs. Lillian D. Gleaces, Miss Katie Broadway, Mrs. Maggie Bryant, Mrs. Ida Belle Cole, Mr. James H. Chalmers, Mrs. Ida Mae McCorkle, Miss Marie Barr, Mrs. Daisy B. Quevedo, Mrs. Mary McGeachy, Mrs. Mary B. Sanders, Mrs. Emma B. Crawford, Miss Nellie Frierson, Mrs. Mary D. Dukes, Miss H. M. Shipman, Miss Theresa Byrd, Miss Mable Shaw, Miss Louvenia McGregor.

#### HYDE COUNTY

#### Hyde County Unit

Mrs. Mattie G. Collins, Mrs. O. B. Blount, Mr. J. H. Hardy, Miss M. T. Selby, Mrs. S. M. Shepherd, Mr. A. V. Slade, Mrs. E. B. Whitaker, Miss M. E. Burrus, Mrs. C. E. Whitaker, Miss L. Newkirk, Mrs. I. M. Hardy, Miss R. B. Mackey, Mr. O. A. Peay, Mrs. O. A. Peay, Mrs. I. H. Gibbs, Mrs. S. M. White, Miss L. S. Hargraves, Miss B. O. Kelsey, Mrs. A. M. Bonner, Mrs. R. S.

Bryant, Mr. J. R. Spencer, Mrs. A. S. Whitfield, Mrs. L. K. Garrett, Mr. S. E. Selby, Miss M. Patterson, Mr. Johnson Spruill, Mrs. Lillian Spruill, Mrs. Willie Greene, Mrs. Lodia Gaskins, Miss Marietta Wilson.

### IREDELL COUNTY

#### Mooresville City School (100 per cent)

#### Dunbar School

Mr. N. F. Woods, Miss A. A. Dumas, Miss M. L. Caldwell, Miss M. M. Faucette, Miss M. J. Foust, Mr. J. C. Banner, Miss C. H. Neely, Miss K. Mitchell.

#### Statesville City School (100 per cent)

Mr. A. D. Rutherford, Mrs. C. M. Abernathy, Mrs. M. V. Alexander, Mrs. M. B. Chambers, Miss L. C. Croom, Mr. G. F. Dalton, Mrs. M. G. Dalton, Miss M. W. Denton, Mrs. L. M. Hamilton, Miss W. E. Hanes, Mrs. M. H. Hollowell, Mrs. M. B. Jones, Mrs. M. M. Littlejohn, Miss A. F. Maxwell, Miss B. C. Sherrill, Mr. L. C. Meacham, Mrs. C. W. Nesby, Mrs. A. Foushee Smoot, Mrs. A. L. Stevens, Miss E. Whitted.

#### Iredell County Unit (100 per cent)

Miss Mary Anna Williams, Miss Frances Lee Evans, Mr. Charles W. Rankin, Miss Juanita Dalton Fain, Miss Mildred Reid Hollowell, Mrs. Euva Lee Mangum, Miss Rosella Forney Johnson, Miss Corrina Ann Tate, Miss Eva Estella Young, Miss Celeste C. Blackburn, Miss Dorena Stevenson, Mr. H. H. Blackburn, Miss Mae Bethel Davidson, Miss Fredretha Dalton, Miss Lumbia Sherrill, Mr. Otto Martin Pharr, Mr. John Lewis Powell, Miss Grace H. McMullen, Miss Edna Mae Pitts, Miss Lillie Mae Johnson Brown, Mr. William Littlejohn, Mrs. Connie K. Spicer, Mr. D. O. Ivey, Miss Rosena S. Haygood, Mrs. Odarius H. Morgan, Miss Genevieve Reeves, Miss Gladys Pauline King, Miss Elizabeth N. Ivey, Miss Ethel D. Walker, Mr. Mason C. Miller, Mrs. Mary N. Morrison, Mrs. Mildred L. Holt, Mrs. Sadie P. Murdock, Mrs. M. C. Miller, Miss Beulah Spann Cannon, Miss Arnetta Nelson Wright, Miss Jettie M. D. Morrison, Miss Madge E. Simril, Miss Bessie Inez Abernathy, Miss Willie Mae Holley, Mrs. Mazie G. Holt, Miss Allie Stinson Bryce, Miss Matilda Louise Reid, Mr. Moses H. Harrington, Mrs. Margaret C. Turner, Miss Esther Hill Bell, Miss Allie C. Coble, Mr. Harry T. Henry, Mrs. Miriam Davidson, Miss Mildred Feimster, Miss Sadie Hackett Morrison, Miss Ivey Letitia England, Miss Fleecy Mae Griffin, Mrs. Mary C. Holliday.

### JOHNSTON COUNTY (100 per cent)

#### Johnston County Training School

Mr. W. R. Collins, Mrs. Elsie Mae Jordan, Miss Evelyn Byrd McNeill, Miss Bessie Lee Wilson, Miss Jessie Mae Kilgo, Miss Elisabeth Moore, Miss Alma J. Amos, Miss Daisy Lea, Mrs. Wynnell Griffin Harris, Mrs. Elizabeth T. Penman, Miss Hypatha Sanders, Miss Genia L. Raiford, Miss Martha Jenkins, Mrs. B. H. Brame, Mrs. Selina M. Smith, Mrs. Lucile Heartley, Miss Ada Ora Smith, Miss Rubie L. Saunders, Miss Winnie E. Joyner, Mrs. Lessie O. Jernigan, Miss Naomi L. Smith, Miss Amelia J. Parks, Miss Lillian Bailey, Miss Bennie Grice, Miss Francis Kay McNeill, Miss Bessie E. Moses, Miss Edna Bell Cannady, Miss Leathia Bridges.

#### William M. Cooper High School

Mr. Nixon L. Cannady, Miss M. Ann Ormond, Mrs. Pauline W. Young, Miss Liller R. Chalmers, Miss Susie A. McIntosh, Miss Thelma M. Penn, Mrs. Irene D. Spaulding, Mrs. Parthenia R. Morgan, Miss Surluta B. Bell, Miss Ethel D. Jones, Mrs. F. L. Holden, Mrs. Mable M. Turner, Mrs. Flossie D. Cannady, Mrs. Cora A. Boyd, Miss Gladys O. Howard, Mr. J. Anderson Holden, Jr., Mrs. Josephine E. Saunders, Miss Almira J. Kennedy.

#### Four Oaks School

Mr. R. L. Holt, Miss E. R. Barnes, Mrs. O. Wilson Beckwith, Miss Charlie Mae Cannady, Mrs. Lillian N. Futrell, Mrs. Helen R. Holt, Mr. R. L. Holt, Miss Annie James, Mrs. Frances C. Jones, Miss Eva Martin, Mrs. Eunice P. Richardson, Mrs. Lois D. Singleton, Miss Mary E. Venable, Mrs. Bettina S. Wilson.

#### Richard B. Harrison High School

Mr. M. L. Wilson, Mrs. Priscilla J. Bailey, Mrs. Beatrice C. Freeman, Mrs. Winnie M. Laceywell, Mrs. Ernestine A. Coley, Miss Ruby E. Peacock, Mrs. Mildred W. Wilson, Mrs. Elouise H. Sherrod, Mrs. Sallie A. Richardson, Miss Thelga Scarlette, Mrs. Flora B. Holt, Mrs. Cora M. McKoy, Miss Helen A. Morrison, Miss Geneva Hill, Miss Eugenia L. Johnson, Miss Daisy R. Walker, Mrs. Bettie J. Arrington, Mrs. Elizabeth H. Hawkins, Miss Naomi D. Watson, Mrs. Callie G. Siler, Mrs.

Rachel H. Dean, Miss E. Dorothy Elliott, Mrs. Maude B. Reid, Mr. Carl L. Easterling, Mrs. Edivy G. Gadsden.

#### Princeton Graded School

Mr. G. W. Bryant, Mrs. Maggie Bryant, Miss Julia Gallman, Mrs. Annie V. Harris, Mrs. Lottie M. Holt, Mrs. Florence B. Whitley, Mrs. Mary V. Hinton.

#### Kenly School

Mr. Paul E. Watson, Miss Donnie Mae Freeman, Miss Thelma C. Heartley, Mrs. Lugenia M. Sanders.

#### Short Journey School

Mrs. Eva J. Cooper, Miss Dorothy McAllister, Mrs. Dollie McNeill Sanders, Miss Helen E. Brown, Mrs. Bertha B. Gillis, Miss Elizabeth R. Vinson, Miss Carol E. Reeves, Mrs. Cora D. Tolar, Miss Iona Vinson, Miss Vandalia V. Wood.

#### At Large

Mr. L. R. Johnson, Mrs. Lucy O. Toole.

### JONES COUNTY (100 per cent)

#### Trenton High School

Mr. C. C. Franks, Mr. Carl W. Franks, Miss Mary Emma Bembry, Mrs. Martha D. Hawkins Johnson, Miss Annie Louise Greene, Mrs. Adelaide Respass Dove, Mr. Arlin Syphax Bryant, Mr. John Arthur Everette, Miss Olivia Viola Kornegay, Mrs. Virginia McDaniels Payton, Mr. John Owen Daniel, Miss Teresa Ilese Wilkins, Miss Hazel Lena Mallette, Mrs. Mazie Wilder Isler, Mrs. Georgia Murphy Spencer, Mrs. Leah Mills Franks, Mrs. Gladys Banks Brown, Mrs. Georgia Murrell, Miss Georgia Louise Murrell, Mrs. Ruth Black Dillahun, Miss Helen Elizabeth Meadows, Mrs. Edna L. Wilder Shack, Miss Louise Jones, Miss Maebelle Simmons, Mrs. Nettie Kornegay Jarmon, Mrs. Alvera Jarmon, Mrs. Mary O. Wilder Davis, Mrs. Cornelia D. Johnston, Miss Amanda B. Williamson, Mrs. Ruth Black Dailey.

#### Jones County Unit

Mr. J. W. Willie, Mrs. J. W. Willie, Miss C. Simon, Mrs. N. Thurston, Miss A. B. Willie, Mrs. Arimenta Dixon, Mrs. N. Epps, Miss M. E. Mills, Miss E. S. Smallwood, Mrs. L. F. McDaniel, Mrs. D. M. Woodson, Miss M. V. Fladger.

### LEE COUNTY

#### Lee County Unit

Mr. W. B. Wicker, Mrs. N. B. Jackson, Mrs. E. M. Bland, Mrs. M. G. Thompson, Miss Louise Fulton, Miss F. R. Richardson, Mr. R. G. Perry, Mrs. L. C. Fisher, Mrs. L. R. Fox, Mrs. Hattie H. Harbor, Mrs. S. L. Stubbs, Mrs. M. G. Foushee, Mrs. Celia A. Taylor, Mrs. H. W. Brown, Mrs. Alma H. McNair, Mrs. P. R. Alston, Mr. O. C. Smith, Mr. H. K. Groton, Jr., Miss M. E. McKoy, Miss Mary Woods, Miss E. Mervelle Hannon, Miss Louise D. Chisolm, Miss Priscilla P. Jordan, Miss M. D. Williams, Miss S. B. Worthy, Mrs. M. V. Wicker, Mrs. C. C. Davis, Mrs. S. C. Jamerson, Mrs. W. B. Bryant, Mrs. S. J. McMillan, Mrs. M. E. Bates, Mrs. Katherine G. Brodie, Mrs. Estelle M. Snipes, Mrs. Charlotte Mitchell, Mrs. S. W. Walker, Mr. J. D. Fisher, Mr. J. Boyce Brown, Miss M. E. Neely, Miss G. L. Turner, Miss J. M. Bethea, Miss Frances M. Lindsay, Miss F. E. Golden, Miss R. H. Brooks.

### LENOIR COUNTY

#### Lenoir County Unit

#### LaGrange High School

Mr. E. B. Frink, Mrs. L. H. Joyner, Miss L. A. Steele, Miss M. M. Wayne, Miss J. Dawson, Mrs. R. B. Bryant, Mrs. S. L. Flanagan, Mrs. O. W. Frink, Mrs. A. D. Pridgen, Mrs. C. R. B. Kornegay, Mrs. M. G. Thompson, Mrs. P. S. Henry, Miss P. B. Smith, Mr. G. W. F. Bates.

#### Kinston City Schools

#### (100 per cent)

#### Tower Hill School

Mr. J. A. Harper, Mrs. V. D. Battle, Mrs. Margaret Fisher, Mrs. Elaine B. Fletcher, Miss Elaine R. Gardner, Miss Dora M. Greene, Mrs. Etta B. Lane, Mrs. Melissa N. Leitao, Mrs. Leita P. Mitchell, Miss Anna Mae Raye, Mrs. Beatrice E. Strong, Mrs. Esther W. Tyson, Mrs. Mary G. Williams, Mrs. M. M. Womack, Mrs. C. B. Stewart, Mrs. Rosa B. Lassiter, Miss S. L. Thomas, Miss Peggy E. Cogdell, Miss Lillie Newkirk, Miss Miriam A. Ross, Miss Ella J. Page, Miss K. L. Allen, Miss J. C. Jackson, Mrs. M. W. Smith.

#### Adkin High School

Mr. C. B. Stewart, Mr. Stephen A. Carraway, Jr., Miss Mabel V. Clarke, Mrs. Jennie D. Graham, Miss Esther E. Hodges, Mrs. B. P. Lucas,

Mrs. Ruth G. Tillery, Miss Beatrice Tyler, Mrs. Nancy C. Williams, Mrs. Jessica H. Winslow, Miss Beulah Davis, Mrs. Virginia S. Willis, Mr. Cleo J. Barfield, Mr. Thomas Hornburger, Mr. Frank O. Hanes, Mrs. Hortense C. White, Miss Sarah E. Wooten.

### LINCOLN COUNTY

#### Oaklawn High School

Mr. G. E. Massey, Miss Willie M. Massey, Mrs. Cecelia T. Forney, Miss Ornetta M. Biggers, Mrs. T. Morant Brooks, Mrs. J. Baker Massey, Mr. J. C. James, Jr.

#### Lincoln County Unit

Mrs. Annie Wade Biggers, Miss Estell Taylor, Miss Anna B. Hart, Miss Mildred Gaither, Mrs. Annie Loritts, Mrs. Lillie M. Watkins, Mrs. Rosebud Rendleman, Miss Elsie Grier, Mr. T. D. Murchison, Mrs. Pattie Hill, Mrs. Emma Wade, Mr. A. G. Holland, Miss Carrie Carson, Rev. A. P. Corley, Mrs. Ethel Alexander, Mrs. W. T. Wallace, Mrs. Creola Wade, Miss Sallie E. Dale, Mr. J. K. Diamond, Mrs. Emaline Bailey, Miss Edith Mae Ramseur.

### MADISON COUNTY

#### Madison County Unit

Miss Frances M. Owens.

### MARTIN COUNTY (100 per cent)

#### Martin County Unit

Mr. John S. James, Mrs. Albert P. Ewing, Mrs. Ella Perry Bryant, Miss Maxine J. Harris, Mr. M. L. Armistead, Miss Alpha A. Landrum, Miss Mary A. Burch, Mrs. Blanch A. Curry, Mr. James H. Faulk, Mrs. Amagor C. Roberson, Miss E. O. McFadden, Rev. W. V. Armond, Sr., Mrs. Clara R. Owens, Miss Annie Slade, Mr. A. R. Jones, Mrs. Sallie White, Mrs. Vide M. Cordon, Miss Bates, Miss A. M. Hornell, Miss A. L. Cooper, Miss E. V. McNeil, Miss Essie Riddick, Mrs. Laura Williams, Mrs. Annie M. Cabarrus, Mrs. Ruth Anthony, Mrs. Beatrice Evans, Mrs. Alma P. Taylor, Mr. Earnest Owens, Mrs. Quantil V. Evans Bowser, Miss Thelma Sapp, Miss Indiana Tapes, Mr. N. W. Slade, Mrs. J. E. McIncore, Miss Daisy E. Chance, Mr. Fannie L. Slade, Mr. Cyaura Fagans, Miss Rodgers, Mr. Ennie M. Wooten, Mr. Don G. Chance, Mr. Basber Anderson, Mr. N. A. Highsmith, Mr. Ellen M. Lester, Miss Mary E. Anderson, Mr. R. S. Gaither, Mrs. Ruth A. Dowing, Miss Nellie Smith, Miss Rebecca Everett, Mr. W. F. Alexander, Mr. T. K. Slade, Mr. Ralph A. Keys, Mrs. Caroline A. Slade, Mrs. Arnella Armistead, Miss Ethel Walker, Miss Catherine Manning, Mrs. Eleanor Hyman, Mrs. W. O. Peace, Mrs. Esther C. Council, Miss M. E. Ried, Miss Ernestine Peace, Mrs. Edda M. Hexter, Mr. George T. Hyman, Mrs. Cora G. Jones, Miss J. M. Dowdy, Mrs. Mary S. Gray.

#### Williamston High School Unit

Mrs. Nora C. Slade, Mrs. Alma D. Gaither, Miss T. N. Mills, Mr. D. E. Chance, Mr. W. R. Wilson, Mr. E. J. Hayes, Miss C. B. Clarke, Mr. A. L. Hayes, Miss Blonnie Ellison, Miss E. V. McCloud, Miss L. S. Chambers, Mrs. Ethel Simmons, Miss Constance Thorpe, Mr. R. N. Jackson, Miss Elizabeth Hargett, Miss Essie Lee Mizeth, Mr. Foster Blount, Mrs. L. M. Jones, Mrs. Mary S. Gray.

#### W. C. Chance School

Mr. W. C. Chance, Miss Juanita Wharton, Miss Mary Caldwell, Miss Eleanor Birdsall, Miss Pearl Modlyn, Mrs. Marvis Lloyd, Mrs. Julia J. Chance, Mr. M. Clotel Taylor, Mr. M. A. Armistead, Mr. A. B. Wynn.

### MCDOWELL COUNTY

#### Old Fort Elementary School (100 per cent)

Mrs. Fannie Rhufin, Mrs. Myrtle H. Brittan, Mrs. Lois C. Twitty.

### MECKLENBURG COUNTY (100 per cent)

#### Johnson C. Smith University

Dr. H. L. McCrorey, Rev. Moses S. Belton, Dr. A. O. Steele, Dr. Thomas A. Long, Mr. W. C. Donnell, Dr. C. F. Atkins, Dr. H. Liston, Prof. G. F. Woodson.

#### Charlotte City Schools

#### Myers Street School

Miss Mary A. Wyche, Mrs. G. R. Alston, Miss Estelle I. Arthur, Mrs. J. W. Boulding, Mrs. N. Burwick, Mrs. Inez E. Byers, Mrs. Leila M. Davis, Mrs. Marie L. Flowe, Miss Willie E. Gabriel, Mrs. Frances G. Graham, Miss Lenora H. Grier, Miss

Annie Mae McKee, Mrs. Nancy H. McKissick, Miss Fannie M. Miller, Mrs. Frances S. Miller, Mrs. Elizabeth B. Murphy, Mrs. Bessie C. Patterson, Mrs. Minnie B. Phifer, Miss Lucille Ray, Miss Lillian L. Rudisill, Miss Hattie T. Russell, Mrs. Mabel W. Russell, Mrs. Octavis B. Tucker, Mrs. Ella J. Vorce, Mrs. Annie W. Warner, Mrs. Ruth E. Williams, Mrs. D. E. Williamson, Miss Dollie J. Young.

#### Isabella Wyche School

Miss B. D. Moore, Mrs. C. T. Boaton, Miss B. L. Brown, Mrs. M. J. Campbell, Mrs. G. C. Daniels, Mrs. G. L. Greene, Mrs. L. M. Hamilton, Mrs. V. G. Hart, Mrs. M. L. Henderson, Mrs. L. K. Hollomon, Mrs. E. G. McKeithen, Mrs. G. F. Moreland, Mrs. F. M. Nash, Mrs. I. M. Newkirk, Mrs. M. G. Patterson, Miss L. M. Perry, Mrs. R. S. Pitts, Mrs. G. E. Wylie.

#### Fairview School

Mr. Walter G. Byers, Miss Hattie Anderson, Mrs. Margaret D. Corbett, Mrs. Sudie G. Goins, Mrs. Alberta E. Herritage, Mrs. Lona P. Jenkins, Mrs. Claudia C. McFadden, Mrs. Janie C. McKenzie, Mrs. Helen P. Moreland, Miss Edna E. Morris, Mrs. Dorothy F. Steele, Mrs. Gwendolyn D. Waters, Mr. James F. Fox, Mrs. Mary M. Conner, Miss Deborah J. Craig, Mrs. Louise W. McDowell, Mrs. Queen C. James, Mrs. Theresa E. Stewart, Mrs. Minnie J. McKee, Mrs. Julia Ann Teamor, Mrs. Brestonia W. Morgan, Miss Fannie H. Partee, Mrs. Olive J. Tate, Mrs. Cecelia J. Wilson.

#### Alexander Street School

Mrs. J. W. Hemphill, Mrs. H. B. Givens, Miss B. W. Tyson, Mrs. M. L. Brewington, Mrs. L. Y. Harris, Mrs. L. G. Harris, Mrs. B. W. Mulliens, Mrs. M. A. Smith, Mrs. D. P. Stinson, Mrs. S. L. Wyche, Mrs. H. C. Alexander, Mrs. R. E. Kennedy, Miss A. E. Stevenson, Miss V. M. Gullick, Mrs. S. S. Kelly, Mrs. E. L. Kibler.

#### Biddleville School

Mrs. Sterleta P. Sasso, Miss Ernestine Anderson, Miss Lenora E. Byers, Miss Ruth Caudle, Mrs. Doretha Dusenbury, Mrs. Doretha Cornelius, Mrs. Purry L. Grigsby, Mrs. Carrie H. Hamer, Miss Evelynne D. Hill, Mrs. Rose Leary Love, Miss Sovella McCombs, Miss Vinie O. Murray, Miss Mildred A. Nelson, Mrs. Edna S. Robinson, Miss Ionia L. Shute, Mrs. Ruth A. Southerland, Mrs. Frances H. Wheeler.

#### West Charlotte High School

Mr. Clinton L. Blake, Mrs. M. Spencer Barnes, Miss Minnie A. Blake, Mrs. Lorraine P. Battle, Miss Celeste P. Dennis, Miss Goldwyn C. Foster, Mrs. Thelma L. Glass, Mr. James C. Hasty, Miss Mamie L. Hearn, Miss Spellman L. Lane, Mrs. Martha L. McKinney, Mrs. Willie M. McKissick, Mr. Thomas M. Martin, Miss Leola Mayweather, Mr. Leroy Miller, Mr. Samuel A. Moore, Mr. Clarence E. Moreland, Miss Minna M. Reid, Miss Martha E. Riddick, Miss Elizabeth G. Schmoke, Miss Kathleen L. Stuart, Mr. Joseph F. Towns.

#### Second Ward High School

Mr. J. E. Grigsby, Mrs. M. M. Adams, Mrs. A. W. Arrington, Mrs. Dorothy B. Atkins, Miss Minnie Banner, Mrs. Rebecca Booker, Miss Gladys Brewer, Mr. Edward H. Brown, Miss Athalia Byers, Miss Zelma Caldwell, Miss Francennia, Mrs. Willia Carson, Mr. Kenneth Diamond, Mr. Donald A. Garner, Mrs. Evelyn Grigsby, Miss Mattie M. Hall, Mr. H. E. Lash, Mr. Louis E. Levi, Miss Dorothy Lytle, Mr. Howard W. Moreland, Mrs. Bernidene Pinkney, Mrs. Pearl Phillips, Miss Geneva Plair, Mrs. K. E. Smith, Mrs. Josie Thompson, Miss Barbara Watson, Mr. Frederick L. Wiley, Miss Jean Watkins.

#### Morgan School

Mrs. E. R. Anderson, Mrs. Mildred J. Alexander, Mrs. Zilla R. Barnette, Mrs. Ethel J. Butler, Miss Grace J. Crawford, Miss Florenia E. Proctor, Mrs. Mintie J. George, Miss Willard C. Gullish, Mrs. Florence D. Gunn, Mrs. Beulah W. Hill, Mrs. Vivian S. Washington.

#### Mecklenburg County Unit

Miss Mamie Wallace, Mrs. Louise Haywood, Mrs. Fannie Iver, Mrs. Mary Houston, Mrs. Wilma Williams, Mrs. Urena Moore, Mrs. A. M. McLaughlin, Mr. DeVaux, Mrs. M. B. Gamble, Mrs. J. B. McCain, Miss Myrtle Dinkins, Mrs. Laura Phelps, Mrs. Jessie Peatty, Miss Mary Neal, Rev. J. H. Gamble, Miss Leland Bishop, Mrs. Essie Stitt Ray, Mr. Lorenzo Poe, Miss Bessie Baucum, Miss Josephine Brown, Miss Katie Craig, Miss Corey Jenkins, Miss Lorraine Flowe, Miss Cora Diamond, Rev. J. H. Ward, Mrs. Samella Twitty, Mrs. S. G. Ward, Mrs. Bessie Watkins, Miss Rosetta Williams, Mrs. M. P. Hill, Mrs. Eva Davidson, Mrs. Eliza Russell, Miss Velma I. Ingram, Mr. C. A. Graham, Mrs. Hazeline Jones, Mrs. Ruth Frazier, Mrs. Irene Hunt, Miss Mamie Dinkins, Mrs. R. H. Gilliard, Mr. Joseph Belton, Mrs. R. L. Pierce, Mrs. Caledonia Davis, Miss W. J. Long, Miss Mattie B. Foster, Mrs. B. T. Barnes, Miss J. M. Tootley, Miss R. M. McCollough, Mr. T. J. Anderson, Mrs. M. G. Davis,

Mrs. Grace Ford, Mrs. Doreather Wallace, Mrs. Marie Miller, Mrs. E. Dean McCollough, Mrs. Fannie Hargrave, Mrs. Roberta Hannibal, Mrs. Lillian Russell, Miss Carrie V. Clawson, Mrs. Ruth O. Ganaway, Mrs. Carrie Chisholm, Mrs. Mamie T. Dickerson, Mr. G. E. McKeithen, Mrs. Susie Collins, Mrs. Estelle Smith, Mrs. Joreather Isler, Miss Wilma Powell, Miss Annette Maxwell, Mr. W. R. Oliver, Mrs. W. P. Owens, Mrs. Estelle Broom, Miss Rachel Duren, Miss Yvonne Gordon, Miss Atkinson, Mr. Jerry Johnson, Miss Dovie Lowe, Mrs. Aldrich Ross, Miss Ruth Morris, Mrs. Nannie P. Corley, Miss Sallie Ledbetter, Miss Laura Price, Mrs. V. M. Johnson, Mr. W. B. Harrison, Mrs. Hicks, Mrs. V. F. Rann, Mrs. L. O. Grier, Mrs. Lillie Ferguson.

#### At Large

Dr. G. E. Davis.

### MONTGOMERY COUNTY

#### Mt. Gilead Negro School

Mr. R. T. Hoffman, Mrs. G. F. Bruton, Miss Mary Lou Wallington, Miss Marion McLaughlin, Miss Lenora Green, Mrs. Grace Hoffman, Mrs. Alice Blue.

#### Peabody School

Mr. E. D. Sinclair, Mrs. M. W. Anderson, Mrs. Hattie L. Dablin, Miss B. G. Dablin, Mrs. S. T. Hawkins, Miss Ruth Hall, Mrs. E. G. Wright, Mrs. N. B. Sinclair, Miss A. B. Barnhill, Miss R. E. Caldwell, Miss Laula J. Blue, Rev. and Mrs. Barnhill.

#### Edwards School

Mrs. V. E. Carpenter, Miss L. W. Hodges, Mrs. Flora C. Lewis.

#### Montgomery County Unit

Mr. E. A. Anderson, Mrs. R. W. Wilson, Miss E. M. Bess, Miss Amanda Caple, Miss Elsie L. Hannah, Mr. J. T. Dockery, Mr. J. W. Mask, Sr., Mrs. A. C. Wade, Mrs. B. P. McRae, Mrs. R. B. Watlington, Mrs. S. L. Hannar, Mrs. Marietta Rush.

### MOORE COUNTY

#### West Southern Pines High School

Mr. J. W. Moore, Mrs. M. K. Hill, Miss L. B. Mallette, Mrs. O. J. Saunders, Mrs. A. C. Jones, Miss M. Z. Washington, Miss C. E. Steele, Miss B. M. Pitts, Mrs. D. S. Miller, Mr. J. T. Saunders, Mrs. N. P. Wilson, Mrs. I. H. Moore, Miss M. L. Hasty, Mr. W. J. Butts, Mrs. A. B. Clark, Miss M. C. Hall, Miss W. G. Hasty.

#### Academy Heights School

Mrs. L. O. Cureton, Miss Mary L. Lindsay, Mr. S. C. Cureton, Mrs. Edna B. Taylor, Mrs. Margaret Taylor Mangham, Mrs. Maggie P. Brown, Mrs. Rosa S. Boyd, Miss E. Carmel Bland, Mrs. Kate W. McLaurin, Mr. Cyrus W. Alexander, Mrs. J. R. Hackett, Mrs. K. M. Goode.

#### Mt. Zion School

Mrs. L. E. Ferguson.

### NASH COUNTY

(100 per cent)

#### Nash County Training School

Mr. W. J. McLean, Mr. R. C. Gay, Jr., Mrs. Ruth P. Roberts, Miss A. O. Bryant, Miss A. M. Spivey, Miss Alice C. Vaughn, Miss Eva M. McLaughlin, Miss Evelyn A. Holloman, Mr. R. E. Fitzgerald, Miss E. M. Elliot, Mrs. Tullie C. Taylor, Mrs. H. E. Williams, Miss H. C. Bowan, Miss B. T. Smith, Miss E. V. Bryant, Mrs. H. B. Ricks, Mrs. M. M. Harrison, Mrs. E. J. Powell, Mrs. O. G. Pretlow, Miss A. O. Davis.

#### Spaulding High School

Mr. R. M. Earl, Mrs. E. B. Jones, Miss E. P. Lee, Mrs. L. S. Lassiter, Mr. M. Bullock, Mrs. A. E. Swain, Mr. T. Crumby, Mrs. M. W. Williams, Mrs. P. H. Trotter, Miss E. B. Malong, Mrs. L. M. Jenkins, Mrs. A. H. Ellerbe, Mr. C. Brown, Mrs. M. M. Earl, Miss M. H. Jones.

#### Rawlins School

Mrs. Maude B. Hubbard, Mrs. Mary W. Reid, Mrs. Wadie G. Morton, Miss Christine O. Nelson.

#### Jeffreys School

Rev. W. D. Burgess, Mrs. Nellie P. Buie, Mrs. C. L. Spaulding, Mrs. Lula W. Reeves, Mrs. Hilegarde C. DuBose.

#### Easonburg School

Mr. B. C. Battle, Mrs. Ethel Hunter, Mrs. Alice B. Dawson, Miss Armedia Hilliard.

#### Robbins School

Mrs. Estelle H. Adams.

#### Snow Hill School

Mrs. Melba B. Paige, Miss Edith Gay.

#### Shiloh School

Miss Carlesta Bryant, Mrs. Georgia B. Mason, Miss Katie B. Bunn, Miss Mary V. Grant.

#### Cedar Grove School

Miss Kate E. Battle, Miss Alberta Pettiford, Mrs. Catherine P. Lucas.

#### Mars Hill School

Mrs. Maggie Lucas.

#### Middlesex School

Miss Margaret A. Forte, Miss Margaret Smith, Mrs. Mary Carlson, Miss Annie Lee Howard.

#### Whitakers School

Mr. Robert J. Johnson, Mrs. Blanche Bostic, Mrs. Annie E. Singleton, Miss Christine Wells.

#### Taybron School

Mrs. Mary E. Harrison, Mrs. Leatha H. Armstrong.

#### Strickland School

Mr. Frank W. Davis, Jr., Mrs. Josephine H. Daniels, Miss Agnes E. Hutchine.

#### T. E. Ricks School

Mrs. Lucille Ricks, Mrs. Amanda C. Boddie.

#### Convention School

Miss Rosa Arrington, Miss Eunice Jones, Mrs. Anna A. McLean.

#### Devereaux School

Miss Celia Pettiford, Miss Elizabeth Love.

#### Bailey School

Rev. Geo. S. Stokes, Miss Gertrude Goodson, Mrs. Armitie W. Stokes.

#### Sugar Hill School

Mrs. Mattie C. Gay, Mrs. Ada L. Alston.

#### Westry School

Mrs. Mary B. Williams, Miss Tennetta Gay.

#### Macklin School

Mr. Logan Penny, Mrs. Martha M. Braswell.

#### Evans School

Miss Vivian U. Davis, Miss Elsie S. Ricks, Mrs. Carrie S. Howell.

#### Rocky Land School

Mrs. Helen S. Bullock, Miss Gertie Phillips, Mrs. Katie Robinson, Miss Vivian Lucas.

#### Lewis Ricks School

Mr. Wilbur H. Townsend, Mrs. Nettie L. Townsend, Mrs. Mabel B. Bailey, Miss Mary Corbett.

#### Castalia School

Miss Francis Lamb, Miss DeLon Braswell, Miss Sarah L. Price.

#### Avent School

Miss Lillian B. Leach, Mrs. Bettie W. Foster.

#### Hilliardston School

Rev. H. E. Williams, Mrs. Bettie B. Holmes.

#### Tyson School

Mrs. Geneva Pittman.

#### Shady Grove School

Mrs. Ruth E. McLaurin.

#### Baines School

Mrs. Ruth K. Hays.

#### Battle School

Mrs. Carrie H. Franks, Miss Jennie Parker.

#### Morgan School

Mrs. Mabel B. Jordan, Miss Alice L. Brake.

### NEW HANOVER COUNTY

(100 per cent)

#### Williston Industrial High School

Mr. F. J. Rogers, Mr. C. M. Haithman, Miss F. L. Finley, Miss J. B. McIver, Miss D. E. Telfair, Mrs. A. W. Lofton, Miss K. C. Allen, Miss B. B. Leonard, Miss E. R. Luck, Miss L. O. Toms, Mrs. M. D. Grady, Mrs. M. S. Washington, Mr. R. Wall, Miss S. B. Hooper, Mr. F. P. Robinson, Mr. S. J. Howie, Jr., Miss A. C. King, Mrs. L. S. Williams, Mrs. C. T. Harlee, Miss R. A. Scott, Mr. W. R. Fewell, Mr. H. D. Billingslea, Mrs. I. D. Mack, Mr. M. Wall.

## New Hanover County Schools

## Acorn Branch School

Mr. W. H. Blount, Mrs. Elsie H. Calvin, Mrs. Katie D. Gorde.

## Castle Hayne School

Mrs. Lucile Lofton, Mrs. Louise H. Moore.

## Wrightsboro School

Mrs. Lula Cobb Davis, Mrs. Louise Pierce.

## Middle Sound School

Mrs. Adel S. Harris.

## Kirkland School

Mrs. Esther S. Hansley.

## Masonboro School

Mrs. Fannie C. McCombs.

## East Wilmington School

Mrs. Essie R. Miller, Mrs. Ruth H. Ferguson, Mrs. Lula E. Mack, Mrs. C. D. Montague, Miss Felice Sadgwar.

## Moffitt Village School

Mrs. V. E. Boone, Miss J. L. Borden, Miss L. L. Newkirk, Mrs. I. J. Barnhill, Mrs. K. M. Moore, Mrs. L. P. Saunders, Mrs. T. W. Williams.

## Williston Primary School

Mr. B. T. Washington, Mrs. J. B. Adkins, Mrs. D. B. Bryant, Miss K. S. Crawley, Miss A. K. Edington, Mrs. M. F. Emanuel, Mrs. B. R. Fennell, Miss L. J. Green, Mrs. R. W. Hall, Miss M. B. Harris, Mrs. E. H. Johnson, Miss M. E. Johnson, Miss C. H. Lane, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. A. McIver, Miss A. C. McKoy, Mrs. L. S. McKoy, Miss S. B. Nixon, Miss E. L. Sharpless, Miss S. A. Sullivan, Mrs. C. G. Trent, Miss M. M. Tucker, Mrs. A. E. Webber, Miss L. G. Whiteman, Miss S. H. Willis, Mrs. S. W. Wright.

## Williston Grammar School

Mr. F. J. Rogers, Miss I. S. Richardson, Mr. C. M. Carter, Mrs. M. C. Ready, Mrs. N. McD. Cotton, Miss E. E. McNeill, Mrs. L. F. Bess, Mr. C. L. Bryant, Mrs. E. G. Holmes, Miss F. E. Payne, Mrs. S. A. Moultrie, Mrs. D. B. Jackson, Mrs. A. G. Burnett, Mrs. R. M. Pogue, Mrs. H. E. Kelly, Mrs. E. N. Williams, Mrs. S. M. Wortham.

## Peabody Elementary School

Mr. C. H. McDonald, Miss Mabel C. Brown, Miss Helen E. Cannady, Mrs. A. A. DeVaughn, Mrs. Katie L. Foreman, Miss Anna Mae Gill, Mrs. Nettie M. Green, Mrs. Mamie B. Harris, Miss E. Gertrude Jervay, Miss Ezell J. Johnson, Mrs. Zoia C. Lane, Miss Edna F. Moore, Miss Mozelle McGhee, Miss Alice L. Ormond, Miss Georgia B. Pierce, Mrs. S. L. Perkins, Miss Ida B. Randall, Mrs. M. J. Rogers, Mrs. Lettye H. Sharpless, Miss L. E. Sneed, Mrs. Irene M. Sparrow, Mrs. Ethel B. Telfair, Mrs. A. C. Williams, Mrs. E. B. Wolst.

## Middle Sound School

Mrs. Addell Sneed Harris.

## NORTHAMPTON COUNTY

(100 per cent)

## Northampton County Unit

Mr. E. T. Artis, Mrs. Marion Morris, Mrs. Ruth H. Jacobs, Miss Elizabeth Lassiter, Mrs. Ella Reid, Mr. A. R. Bowe, Mrs. Geneva Bowe, Mrs. Ernest Langford, Mrs. Doris Pope, Mrs. Verdell R. Johnston, Miss Freddie Riddick, Miss Virginia Lucas, Miss Eunice Randolph, Miss Kathryn Lassiter, Mrs. Kate V. Brown, Miss Sarah C. Pierce, Miss Edith Reid, Mrs. Rosetta Adams, Miss Elizabeth Jones, Mrs. Ruby Scott, Mrs. Ida R. Harris, Miss Pauline Tann, Mrs. Sophia Faison, Mrs. Lelia Ivey Biglow, Mr. E. B. Sugg, Mrs. Ollie Sugg, Mrs. Florida Hodges, Miss Minnie Boone, Mrs. Devolia Gordan, Mrs. Ruth G. Boone, Mrs. Bertha Joyner, Mrs. Callie F. Johnson, Miss Claudia M. Stevenson, Mrs. Novella C. Branch, Mrs. Lucy F. Dunn, Mrs. Mary A. Manley, Mrs. Marie Harding, Mrs. Mary Rice, Mrs. Dorothy Jenkins, Mrs. Virginia Bell, Mr. W. L. Dilday, Miss Lula Harding, Mrs. Claudia Harding, Mrs. Blanche L. Edwards, Mrs. Mary W. Boone, Rev. R. E. Brown, Mrs. Bernadine McWilliams, Mrs. Lessie Jordan, Mrs. Amaza Magette, Mr. Lonnie Harrell, Mrs. Lillian Harrell, Miss L. V. Alston, Miss Runella Harding, Mrs. Claudia D. Flythe, Miss Ruth Jordan, Mrs. Thelma Harris, Miss Annie Futrell, Miss Codis Flythe, Mrs. Annie M. Bell, Mrs. Ada R. Tann, Mrs. Joana Magette, Mrs. Essie Scott, Mrs. Carolyn Manley, Mrs. Lottie F. Parks, Mrs. El-nora Melton, Miss Annie M. Rich, Mrs. Martha Barnes, Mrs. Lula McManus, Mr. P. Williams, Mrs. Emma Johnson, Mrs. Bettie B. Jenkins, Miss Vashti Barclite, Mrs. Lorna W. Jackson, Mrs. Annie P. Jordan, Mrs. Cherry E. Clark, Miss Willie M. Jeffries, Mrs. Vivian V. Branch, Miss Rosa M. Bell, Mrs. Hazel Squire, Mrs. Tressie Keen Watson.

## Northampton County Training School

Mr. J. Hubert Carraway, Miss M. L. Daye, Miss A. M. Caldwell, Miss E. E. Young, Miss D. P. Herndon, Miss S. B. Wright, Mr. G. H. F. Creecy, Miss M. G. Hussey, Mrs. H. W. Rice.

## ONSLOW COUNTY

## Georgetown High School

Mr. J. W. Broadhurst, Mrs. A. K. Broadhurst, Mr. M. R. Holmes, Mr. John A. Wynn, Jr., Miss Dorothy V. Newby, Miss Daisy L. Jones, Miss Ethel V. Davis, Mrs. Elizabeth Hatcher, Mrs. Alae E. Carmical, Mrs. Catherine Neal, Mrs. Alice B. Kerr, Mrs. Josephine Thompson.

## County Unit

Mrs. Bettye F. Holmes, Mrs. Georgie Fonville, Miss Victoria Harrison, Mrs. Maggie J. Kornegay, Miss Sabrah Homes, Mrs. Nettie V. Hardison, Mrs. Julia R. Wilson, Mrs. Margaret D. Parker, Miss Helen Pollock, Miss Queenie Margaret Hardison, Miss Eva Jeanetta Ward, Miss Lillian Parker, Mr. James Evans, Miss Esther Murphy, Miss Laura Mae Morris, Mrs. Hazel E. Mattocks Robinson, Mrs. Phyles Parker Toevery, Mrs. Rosa Fairly Massey, Mrs. Daisy Lee Lavender.

## Richland School

Mr. J. W. Harrison, Mrs. Daisy M. Dafford, Mrs. Annie Graham Bates, Mrs. Pearl Parker, Miss Veste Canada, Miss Lillian Blount.

## ORANGE COUNTY

## Orange County Training School

Mr. D. M. Jarnagin, Miss Julia E. Caldwell, Mr. B. F. Garrett, Mr. Melvin J. Scales, Mrs. Alvise D. Jones, Miss Thomasine Kirkland, Mr. Robert O. Kornegay, Mrs. Pearl S. Lampley, Mrs. Georgia D. Lenton, Mrs. Marcellus T. Riley, Miss Geneva V. Rogers, Mr. Melvin J. Scales, Mrs. Euzelle Smith, Mrs. E. Norma Snipes, Mrs. Rebecca E. Stanford, Miss Ruth P. Pope, Mrs. Minnie D. Turner, Miss Olivia E. Waddell, Miss Amelia M. Young.

## Orange County Unit

Mrs. Hassie V. Brooks, Mr. A. L. Stanback, Mr. M. C. Burt, Mr. Beecher Coward, Mr. James Snipes, Miss Ava Lofton, Miss M. F. Battle, Mrs. Marinda McPherson, Miss Martha Chavious, Miss Louise Worthy, Mrs. Viola Speller, Mrs. Ruth McRay, Mrs. Fannie Warner, Mrs. Ruth Torian, Mrs. Alice McAdoo, Mrs. Margaret Hester, Mrs. M. C. Burt, Mrs. N. C. Coward, Mr. R. A. Troynham, Mrs. Celia Cleveland, Mrs. A. L. Stanback, Mrs. Annie Fuller, Mrs. Mennie Forte, Mrs. Lara V. Woodard, Mrs. Nina Lofton, Mrs. Clementine Walker, Mrs. Ossie Snipes, Mrs. Elizabeth Rainey, Mrs. Lena Richardson, Mrs. Rosa Halloway, Miss Ethel Stanfield, Miss Ethel Clark, Mrs. Agnes O. Witted.

## PAMLICO COUNTY

## Pamlico Training School

Mr. W. H. Pattillo, Mrs. D. M. Wooten, Mr. J. W. Kornegay, Miss C. M. Lee, Miss R. J. Ellison, Miss H. E. Kornegay, Miss L. Gaither, Miss V. L. Smith, Mrs. R. J. Adams, Mrs. R. M. Pattillo, Miss L. N. Fisher, Mrs. A. Thornton, Miss V. B. Tillery, Mrs. M. B. Baker.

## County Unit

Miss L. A. Mumford, Miss I. W. Squires, Miss Nicely Moseley, Miss Ruth Greene, Miss Gray, Miss Turner, Mrs. M. Ford, Rev. R. J. Johnson, Mrs. Freddie Credle, Mrs. Aleatha Midget, Miss Alston, Rev. I. S. Williams, Miss Miller, Miss L. V. Randall, Miss Blanche Wright, Miss Gore, Miss Ruth Murphy.

## PASQUOTANK COUNTY

## State Teachers College

Mr. S. D. Williams, Miss B. Frazier Creecy, Miss Annie V. Smith, Mr. A. P. Lester, Mrs. Margaret E. Williams, Mrs. Brooks Dickens, Mrs. Nannie H. Smith, Mrs. D. F. Walker, Mr. Taylor E. Jones, Miss Davidene Harris, Mr. Edna C. Mitchell, Mr. Bessie S. Morgan, Mrs. W. C. Hunnicutt, Mrs. Blanche H. Newell, Mrs. Clara Griffin Jones, Rev. John T. Doles, Mr. Marvin B. Albright, Mrs. Mildred C. Hammome, Miss Evelyn A. Johnson, Dr. S. R. Lellinghast, Mr. E. K. Williams.

## P. W. Moore High School

Mr. E. A. Anderson, Mrs. S. S. Morton, Mrs. J. H. Butler, Miss Edith S. Mackey, Mr. William Allen, Mr. C. R. Paige, Mrs. M. A. Anderson, Mr. W. H. Jones, Mrs. C. W. Brown, Mrs. P. G. Shannon, Miss G. B. Turner, Mrs. A. T. Cardwell, Mrs. L. E. Sugg, Mrs. M. H. McCleave, Mrs. M. B. Williams.

## PENDER COUNTY

(100 per cent)

## C. F. Pope High School

Mr. C. C. Smith, Mrs. Juliet C. Chavis, Miss Sarah Cherry, Mrs. Alice Livas, Mr. James T. White, Miss Clara Mae Bacta, Miss Thelma Brewington, Miss Mattie Fikes, Miss Mable Ford, Miss Charlotte L. Haynes, Miss Rosalie McKay, Mrs. Lillian Shaw, Miss Julia E. Smith, Mrs. Mary L. Smith.

## Pender County Training School

Mr. John T. Daniel, Mrs. Venetta Anderson, Mrs. Felicia Canty, Miss Precious N. Copening, Mr. S. C. Anderson, Miss Frances O. Clemmons, Miss Catherine Cogdell, Miss A. D. Daniel, Miss Allegra S. Davis, Mrs. Leona B. Daniel, Miss Daisy Ford, Mrs. Hattie V. Gattison, Mrs. Clementine Graham, Miss Mary Harvey, Miss Willie L. Hayes, Miss Velma Hill, Miss Lenora Johnson, Miss Bertha Martin, Mr. James R. Moore, Mrs. Carrie Parker, Mrs. Cora P. Ringer, Mr. James C. Smith.

## Pender County Unit

Mrs. Helen Foy, Mrs. Sadie Williams, Mrs. Carrie Ballard, Mrs. Gertrude Williams, Miss Vassar P. Battle, Mrs. Bertha Berry, Mrs. Bettie Wiggins, Mrs. Gladys Montague, Mrs. Ruth Moody, Miss Lillie J. Fennell, Miss Lois Wilson, Miss Rosa M. Holmes, Mrs. Thelma McMillan, Mrs. Ludia Washington, Mrs. Miraetta Johnson, Mrs. Mollie Holmes, Mrs. Lillie Bellingslea, Miss Rosabell Shaw, Mrs. Margaret Lofton, Mrs. Lola Price, Mrs. Clara Moore, Mr. C. A. Dixon, Mrs. Clyde P. McLean, Miss Modestine Sturdevant, Mr. Thomas Ringer, Miss Helen Moody, Miss Mary R. Newkirk, Mrs. Leona B. Pearce, Mrs. Allie M. Ringer, Mrs. Joe Bonds, Miss Geneva Fennell, Miss Juanita Lewis, Miss Clara Marshburn.

## PERQUIMANS COUNTY

(100 per cent)

## Perquimans County Training School

Mr. R. L. Kingsbury, Mrs. P. E. Benbry, Miss V. J. Harris, Mrs. Lena C. Perry, Mrs. I. E. Rogerson, Mrs. Mable W. Strowd, Miss Lula M. Tillet, Mrs. Willie Y. Williams, Mr. King A. Williams.

## Hertford High School

Mr. W. J. Thompson, Miss Minnie L. Felton, Mrs. Jennie S. Thompson, Mrs. Irene B. Dail, Mrs. Wealtha C. Riddick, Mrs. Alma N. Kingsbury, Mrs. J. L. Privott, Mrs. E. S. Perry, Mrs. Harriet Winslow, Mrs. Lillian E. Fox, Mr. W. R. Privott.

## Perquimans County Unit

Mrs. Hazel O. Beamon, Mrs. Geraldine Lowe, Mrs. Martha E. Blanchard, Mrs. Clotie Thompson, Mrs. Annie E. Simons, Mrs. Rosa E. Newby, Miss Addie M. Hoffer, Mrs. Mary E. Newby, Miss Nellie Holley, Mrs. Salome Brothers, Mrs. Annie F. Skinner, Mrs. Rosa E. Reid, Mrs. Cleo Z. Felton, Mrs. Edna S. Zachary, Miss Theresa Riddick, Miss Mary E. Summer, Mr. William Beamon, Mr. Earl Daughtry, Mr. Dewey S. Newby, Mr. G. N. Reid.

## PERSON COUNTY

(100 per cent)

## Person County Training School

Mr. T. C. Tillman, Mrs. Laura W. Johnson, Mrs. Ruby T. Hester, Mrs. Alice B. Ford, Miss Cora R. Miller, Miss Pecolia B. Hester, Mrs. Cozy B. Jeffers, Mrs. Maggie J. Harris, Mrs. Beatrice H. Sprague, Mrs. Bertha S. Williams, Mrs. Luella E. Crosby, Mrs. Juel O. Boyd, Mr. A. W. Jones, Mrs. Hilda H. Fountain, Miss Mary F. Lawrence, Mrs. Ruth J. Tillman, Mrs. Saloma J. Mials, Miss Marguerite L. Nixon, Mrs. Ellen H. Mosley, Mrs. Mary J. Jackson, Miss Wynella R. Watkins, Mrs. Mary J. Owens, Mrs. Earl T. Herring, Mrs. Sarah B. Galbreath, Mrs. Pearl E. Burton, Mr. J. Royal Browning.

## Person County Unit

Mrs. Jettie G. Williams, Mrs. Peral Nelson, Miss Ellen E. Lawrence, Mrs. Omata R. Jones, Mrs. Winnie D. Hatcher, Mr. R. L. Hairston, Mrs. Theresa W. Jones, Mr. George W. Thomas, Miss Beatrice J. Clayton, Mrs. Alice O'Daniel Ringer, Mrs. Hilma S. Jones, Mrs. Monnie Glass, Mr. Brisbane H. Umstead, Miss Annie Louise Allen, Mrs. Augusta G. Hudson, Mrs. Lucy A. Mason, Mrs. Sadie M. Dunn, Mr. Thelzer Jeffers, Miss Luella Gilmore, Mrs. Clara P. Jones, Miss Vivian Doris Burton, Mrs. Cora M. Lytle, Mrs. L. Woods Baird, Miss Elma Josephine Hester, Miss Mabel Brooks Gerst, Miss Mattie Eleanor Tuck, Mr. A. B. Whitlock, Mr. Clarence E. Lytle, Miss Ethel Loleta Tuck, Miss Pauline Tuck, Mrs. Mignon T. Stallings, Miss Missouri Tuck, Allen, Miss Ruth Maude Smith, Mrs. Hester, Thomas, Mr. Willie Roberts, Mrs. M. S. Jones, Woods, Miss Wilma C. Clark, Mrs. M. S. Villines, Mrs. Rosetta V. Thompson, Mrs. V. Palmer, Mrs. Lillie D. Barr, Mrs. J. Graves, Mrs. Benie Cates, Mrs. Gallie D. Brooks.

## PITT COUNTY

*Greenville City Unit*  
(100 per cent)

Mr. W. H. Davenport, Mrs. M. B. Allen, Mrs. A. H. Armstrong, Miss Doris Bell, Mrs. Lena Brown, Mrs. Council V. Chase, Mrs. Nena W. Cherry, Mrs. L. S. Foreman, Mr. H. R. Foust, Mrs. F. R. Futrelle, Miss Lottye Graye, Mr. J. W. Grimes, Miss Evelyn Harris, Mr. L. R. Hudson, Mr. E. W. Johnson, Miss Ruth E. Johnson, Miss Dolie A. Keyes, Miss C. M. McKnight, Miss E. L. McConnell, Mr. A. E. Murrell, Mrs. E. P. Norris, Miss F. A. Phillips, Mrs. Edna M. Richards, Miss S. I. Sautler, Mrs. L. S. Simmons, Miss M. B. Smith, Mrs. Addie F. Spence, Miss E. C. Staplefoote, Mrs. L. R. Taylor, Mrs. B. C. Terry, Miss H. P. Thompson, Mrs. M. G. Thompson, Mrs. M. T. Williams, Mrs. Fannie Jackson, Mrs. Olga Myers.

*Pitt County Unit**Ayden High School*

Miss M. J. Kelly, Miss B. M. Whitfield, Mrs. T. D. Edwards, Miss S. M. Dixon, Miss A. M. Wilson, Mrs. D. M. Maye, Mrs. M. M. Woodard, Mrs. L. P. Ormond, Mrs. M. B. Burney, Mrs. M. B. Murphy, Miss M. B. Clemons, Miss N. M. Cox, Mrs. M. T. Burney, Mr. J. J. Brown, Mr. J. W. Ormond.

*Pitt County Training School*

Mr. O. A. Dupree, Mr. M. W. Roundtree, Mrs. C. N. Holton Cherry, Mr. Amos Mills, Miss Carrie E. Venters, Miss V. M. Dudley, Miss E. M. Council, Mr. William Cherry, Mrs. Westry Hill Warren, Rev. J. B. Humphrey, Miss Effie Baker, Mrs. O. A. Dupree.

*Cherry Lane School*

Mrs. S. A. Bówe, Miss S. A. Phillips, Mrs. A. Jenkins.

*Jones School*

Miss S. B. Savage.

*Robinson High School*

Mr. J. W. Maye, Mrs. B. C. Maye, Mrs. P. S. Gardner, Miss G. A. Capehart, Miss M. A. Williams, Miss R. L. Harris, Mrs. C. P. Mills, Mrs. D. W. Ivey, Mr. I. A. Artis, Mrs. G. J. Knight, Mrs. M. F. Jones, Mrs. Cora Sherrord Wilson, Mrs. Helen Faye Moore.

*Bethel High School*

Mr. Elmond A. Elliott, Miss Pencie C. Nixon, Mrs. Minnie B. Taylor, Mr. Darius D. Burge, Miss Serena A. Carter, Mrs. Rosalie A. Andrews, Mrs. Carolyn A. Chance, Mrs. Peggy C. Ward, Mrs. Thelma L. Elliott, Miss Mildred Jones, Mrs. Ella S. Lloyd, Mrs. Lula W. Coburn, Mrs. Sudie P. Staton, Mrs. Mary T. Carraway.

*Post Oak School*

Mr. Matthew Lewis, Miss Eva P. Jones, Mrs. Christine K. Lewis, Miss Lariene Knight.

*County Group*

Mrs. Willie M. Williams, Miss Nannie Hyman, Miss Evelyn Glover, Mrs. Elizabeth McGlone, Mr. Charles C. McGlone, Miss Zenobia Turnage, Miss Rosalie Moore, Miss Mamie Carney, Miss Thelma Gray, Mr. C. L. Bemby, Miss Viola Vines, Mrs. Mabel Wilson, Mrs. Mamie Garrett, Mrs. Pattie Grimes, Miss Mary Dupree, Mrs. Mattie Strong, Miss Eva Maye, Mrs. Cherry Brinkley, Mrs. Henrietta King, Mrs. Anna O. Mason.

## POLK COUNTY

*Tryon City Unit**Tryon Colored School*

Mr. J. A. Tillman, Mrs. L. R. Boulware, Miss V. R. Candler, Mrs. H. H. Hannon, Miss G. E. McKissick, Mrs. L. E. Smith, Miss O. B. Wiggins.

*Polk County Unit*

Miss Evelyn L. Robbins, Miss Stella I. Hoyle, Miss Sadie B. McIntyre, Mrs. Della Hayden Jackson, Rev. W. M. Massey, Jr., Mrs. Esther R. Wilkins, Miss Mary Birdelle King.

## RANDOLPH COUNTY

*Randolph County Unit*

Mrs. E. R. McCoy, Rev. A. F. McGleane, Mrs. Addis Tate, Miss Geneva Poushee, Miss Mary Harrison, Miss Adelaide Hedrick, Miss Mabel Hill, Miss Elizabeth Scott, Mr. J. M. Caveness, Miss Donnie Caveness, Miss Sarah Jame Smitherman, Miss H. W. Finney, Mr. E. J. Jones, Mrs. Ethel Caveness.

## RICHMOND COUNTY

*Hamlet City Unit**Capital Highway High School*  
(100 per cent)

Mr. J. W. Mask, Jr., Mrs. S. R. Jenkins, Mrs. C. J. Lawson, Mrs. H. E. Henderson, Mrs. W. H. Collier, Mrs. F. P. Mask, Mr. T. M. Johnson, Mr. R. L. Jones, Miss L. A. Waddell, Mrs. B. D. McManus, Mrs. A. T. Nelson, Mrs. R. M. Parrish, Mrs. L. A. Hillian, Mrs. V. D. McEachern, Mr. R. D. Clark, Mrs. Roy M. McEachern, Mrs. Alma McRae, Mrs. Inez Douglas, Mrs. Bernice Lassiter, Mrs. F. D. Douglas, Mrs. L. K. Jones, Mrs. S. J. Watts, Mrs. M. F. Daugherty, Mrs. T. M. Jones, Mrs. L. S. Robinson.

*Rockingham Colored High School*  
(100 per cent)

Mr. John M. Hodge, Miss Lela B. Gordon, Mrs. Jennie W. Hager, Miss Willie M. Hines, Mrs. Cora M. Hodge, Miss Pauline E. Jackson, Mr. James O. Johnson, Miss Lillie M. Matthews, Mrs. Lillie M. Ricks, Mrs. Nicey B. Stuckey, Miss Virginia E. Wall, Mr. James C. Watkins, Mrs. Johnnie W. Watkins, Mrs. Audrey S. Williams, Mrs. Ella E. Williams, Mrs. Amanda S. Pemberton, Mr. William Jerry Gould, Mrs. Sabina A. Gould, Miss Ruth Perry.

*Richmond County Unit**Morrison Training School*

Mr. P. R. Brown, Mrs. J. S. Brown, Mr. H. J. Ladd, Mrs. P. H. Ladd, Mr. F. M. Lutz, Mrs. C. K. Lutz, Mrs. P. A. Balsley, Mr. L. C. McLaurin, Mrs. M. T. Crawford, Miss M. M. McQueen, Miss L. Williams, Miss W. V. Small, Mr. J. C. Felder, Mr. W. L. Wright.

*Ellerbe Colored High School*  
(100 per cent)

Mr. S. B. T. Easterling, Mr. J. E. Forte, Mr. R. E. McIntyre, Miss A. A. Moore, Miss A. L. Warren, Miss G. Cunningham, Miss W. B. McCullough, Miss D. E. Upperman, Miss N. L. Kelly, Mrs. H. U. Easterling, Mr. Chester Pitt.

*Hoffman School*  
(100 per cent)

Mr. A. W. Perkins, Mr. R. C. Dublin, Mr. C. B. Pemberton, Mrs. E. J. Perkins, Miss T. Bethea, Miss M. J. Blue, Miss L. A. Byrd.

*Beaver Dam School*  
(100 per cent)

Mrs. Mary L. Ricketts.

## ROBESON COUNTY

*Fairmont City Unit**Rosenwald School*  
(100 per cent)

Mr. L. E. Spencer, Mrs. E. P. Peace, Mrs. A. G. Spencer, Mrs. N. B. McKay, Mrs. M. K. Pope, Mrs. L. H. Whitehead, Mrs. M. A. Ford, Mrs. B. H. McGee, Mrs. E. A. Ford, Mrs. C. H. Pittman, Mrs. B. H. Peters, Mrs. S. N. Copeland, Miss M. Campbell, Miss M. Smith, Miss L. B. Snoddy, Miss N. J. Levister, Miss M. B. Covington, Mr. H. J. Hayes, Mr. P. E. Shaw.

*John Lewis School*  
(100 per cent)

Prof. J. F. Lessane, Miss Celestine Bryan, Miss Modest V. Evans, Mrs. W. Llana Joyner, Miss Novella P. Atkinson, Mrs. Mattie B. Lessane.

*Lumberton City Unit*  
(100 per cent)*Thompson Institute*

Mr. G. H. Young, Mrs. K. B. Anderson, Miss Sibyl Haile, Miss Pazava Hill, Mrs. Inez McNeill, Miss Maggie B. McLean, Mrs. M. L. Ridley, Mrs. Carletta Spearman, Mrs. M. C. Spriggs.

*Redstone High School*

Mr. J. H. Haywood, Mrs. A. B. Lewis, Mrs. A. M. Bryan, Mrs. M. B. McLeod, Mrs. M. B. Williams, Mrs. I. E. Cameron, Miss C. M. Smith, Miss R. M. Korngay, Mr. W. McK. McNeill, Miss E. B. Swindell.

*Red Springs City Unit**Red Springs Colored School*  
(100 per cent)

Mr. J. T. Peterson, Mr. S. C. McCorkle, Mrs. P. V. Graham, Miss E. E. DeVane, Mrs. E. C. McNeill, Miss M. V. Moore, Miss E. M. McQueen, Miss N. V. Martin, Mrs. M. V. Leake, Miss M. L. Adams, Miss G. L. Crews, Mr. L. O. McRae, Miss W. B. McLarty, Mrs. K. M. Peterson, Mr. G. R.

Herrington, Mrs. Jannie Dunn Herrington, Miss Sadie Douglass, Miss Bertha Brooks, G. E. Evans.

*Snow Hill School*  
(100 per cent)

Mrs. Mary McNeill, Mrs. Mary Townsend, Mr. Wessie Jackson, Miss Hannah L. McPhatton.

*Robeson County Unit*  
(100 per cent)*Robeson County Training School*

Mr. R. B. Dean, Mr. R. J. DeVone, Mr. L. E. Cottingham, Mr. James Woodrow McKoy, Miss Mildred Cornelia Wall, Miss Edith Mehettie Spivey, Miss C. L. McKoy, Miss Mildred L. Leak, Miss Wilma F. Beebe, Miss Lucy Mildred Hayes, Miss L. M. McMillan, Mrs. Fannie R. M. Graham, Mrs. Loleria T. Pinkney, Mrs. Laura B. Small, Miss Elsie B. Hairston, Mrs. Edna Mae Williams, Mr. Washington Hawkins, Mrs. Ester Hawkins, Miss Georgianna Haley, Mrs. C. N. Johnson, Mrs. Ruby Anderson Allen, Mr. George Murphy, Mrs. Lula B. Caldwell, Mrs. Kazee McRae.

*Thompson Chapel School*

Mr. Edward F. Rayford, Mrs. Lubertha Thompson, Mrs. Mary M. Wallace.

*St. Pauls Negro High School*

Mr. J. E. Bryan, Miss Bernice D. Swain, Miss Estelle E. Harris, Mrs. Eredena H. Young, Mrs. C. M. Holmes, Mrs. Hattie McKoy, Mrs. Hildred H. Wactor, Mrs. Lucile R. Sutton, Mrs. Megie C. Green, Mrs. Ida McDuffie, Mrs. Zilphia B. Waugh, Mr. Fred D. King, Mrs. Rosa L. White, Mrs. Theresa Thompson, Mrs. Novella E. Patterson, Mrs. Louvenia H. Gaillard.

*Southside School*

Mr. William J. Cochran, Miss Willie B. Plair, Miss Jessie Mae Cooper, Miss Dorothy L. Moye, Miss Maude Downing, Mrs. J. Pearle Cochran, Miss Armitta J. Diggs, Mrs. Seavy B. Medford, Miss Gracie J. Nichols, Miss Emma R. Speller, Mr. Edward C. Moore, Miss Rosa A. Pettice.

*Marietta School*

Mr. W. R. Parker, Mrs. W. P. McCallum, Mr. J. H. McCallum, Miss B. G. McCallum, Miss Daisy Louise Bethea, Miss Carrie Belle Bethea.

*Gaddys School*

Miss Belle McDougald.

*Proctorville School*

Mr. D. L. Little, Mrs. Georgianna Little, Mrs. Sylvia B. Whithers, Miss Annie N. Floyd.

*Hilly Branch High School*

Mr. J. C. Duncan, Mrs. C. S. Justice, Miss E. L. Powell, Mrs. B. F. Powell, Miss M. M. Bingham, Mrs. D. U. Moore, Miss E. Y. Miller, Miss T. Tolbert, Mrs. E. B. Whitted, Mr. J. H. Justice, Mr. R. W. Sawyer.

*Oak Ridge School*

Mr. W. F. Jordan, Mrs. L. M. Holt, Miss M. M. Wallace, Miss Q. E. Thames, Miss E. R. Thomas, Mrs. D. M. Lane, Miss A. W. Thompson, Miss D. M. Washington, Mr. E. R. Quick.

*McDonald School*

Mr. S. E. McCoy, Mrs. Odessa Johnson.

*County Group*

Mr. W. E. Lane, Mrs. Stallis Morgan, Miss Susie Williams, Miss Edith Council, Miss Mary Benton, Mrs. Cora L. McNeill, Mrs. Carrie Williams, Mrs. Gaynor McLean Wilkerson, Mr. J. O. Scipio, Mrs. Fleming C. Scipio, Mrs. Bess C. McNair, Mrs. Katie Brotherton, Mrs. Mamie McKellar, Miss Esther Ray, Mrs. Dora Gavin, Mrs. Bertha Thompson, Mrs. Essie Ware, Mr. William Ware, Miss Ida E. Jones, Mrs. Ethel T. Hayswood, Mrs. E. M. Williams, Mr. H. E. Williams, Mr. Q. H. Holt, Mrs. Frances Selby, Mrs. Laurena S. Simpson, Mr. J. D. Raiford, Mrs. Charity Smith, Mrs. Marie Wilkerson, Mr. Fred D. King, Mrs. Theresa Thompson, Mrs. Rosa M. White, Mrs. Cora M. Burgess, Miss Pearl Brewington, Mr. J. D. Thompson, Miss Beatrice Fowler, Mrs. Beulah Murchison.

## ROCKINGHAM COUNTY

*Reidsville City Unit*  
(100 per cent)*Washington High School*

Mr. S. E. Duncan, Mrs. E. M. Rogers, Miss Daisy Davis, Miss Gladys Louise Koger, Miss Ella Maude Miller, Miss Evelyn Jones, Miss Elizabeth Harris, Miss V. A. Lassiter, Mrs. Geneva B. McRae, Miss Cynthia Holmes, Mrs. R. L. Hannon, Mr. Robert Watt, Mrs. Ida F. Thomas, Mrs. Virginia F. Alston, Mrs. Ida H. Duncan, Mr. F. I. Quick, Miss Ollie Mae Mills, Mr. George McLean, Miss Willie G. Fontaine, Mr. A. N. McCoy, Mr. C. C. Griffin.

*Branch Street School*

Mr. H. K. Griggs, Mrs. L. B. Powell, Miss S. A. Dillard, Mrs. M. K. Watkins, Miss O. A. Bobo, Mrs. S. W. Surratt, Mrs. W. W. Core, Mrs. S. P. Ware, Mrs. B. C. Totten, Mrs. E. B. McCoy.

*Race Track School*

Miss Lillian Odessa Sanders.

*Leaksville City Unit**Douglas High School*

(100 per cent)

Mr. L. E. Davis, Mr. John D. Chalmers, Mrs. Teanna Burwell, Mrs. Anna C. Davis, Mrs. Ruth N. Fisher, Mrs. Bessie N. Fowlkes, Mr. Clyde E. Fowlkes, Mrs. Juanita G. Hart, Miss Effie M. Johnson, Mrs. Anita Hairston, Mr. Herbert L. Lassiter, Mrs. Leona Martin, Mrs. Mozelle R. Reid, Mrs. Ophelia R. Simpson, Miss Lillian Ward, Mrs. Lottie Whitsett, Mrs. Catherine Williams, Miss Sara Williamson, Mrs. Consuela W. Wilson, Mrs. Natalie B. Woods.

*Madison City Unit**Madison Colored High School*

(100 per cent)

Mr. John W. Dillard, Miss Ruth M. T. McCottry, Miss Minnie T. Miller, Miss Eliza V. Lane, Miss Catherine Farrington, Mrs. Mabel Dillard, Mrs. Gertrude C. Chapman, Mrs. Mary C. Hairston, Mrs. Mattie C. Peoples, Mr. Otis Ger-ringer, Mr. Archie O. Wiley.

*Rockingham County Unit*

Mr. E. L. Price, Rev. M. L. Lambert, Mrs. Alberta Crisp, Mrs. Alice D. Hall, Mrs. Nannie Thomas, Mrs. Fannie Blackstock, Mrs. I. G. Washington, Mrs. Julia Mullins, Miss Evelyn Jones, Mrs. Lillie G. Neal, Mr. C. C. Watkins, Mrs. Lillie Dobbs, Mrs. Maggie C. Mark, Mrs. Louise Faucette, Miss Blanche King, Mr. T. W. Martin, Mrs. Carsie B. McCallu, Mrs. Anna Foye, Mrs. Ethel Scales, Mrs. Abigail H. Pass, Miss B. A. Franklin, Mrs. Annie S. Noble, Miss Pearl Mebane.

*ROWAN COUNTY*

(100 per cent)

*Salisbury City Unit**Monroe Street School*

Miss A. R. Lowery, Mrs. N. S. Johnson, Miss Callie Montgomery, Mrs. B. R. Gibson, Mrs. Rose R. Johnson, Mrs. F. J. Harris, Mrs. N. J. Lash, Miss L. M. Smith, Miss V. E. Wilson, Mr. J. E. Anderson, Mrs. Marie A. Davis Kelly, Miss W. M. Clingman.

*Price High School*

Prof. L. H. Hall, Mrs. E. Riggs Hall, Miss A. E. Marie Weeks, Miss E. Duncan, Mr. J. Nicholson, Mr. W. L. Miller, Mr. O. C. Hall, Mr. M. H. Perkins, Mr. S. W. Lancaster.

*Lincoln Elementary School*

Mr. C. A. Carson, Mrs. A. P. Coleman, Miss Ada Porch, Mrs. C. A. Thomas, Miss Minnie Fitzgerald, Mrs. Julia Rouse, Mrs. C. B. Summer, Miss Josephine Thirddill.

*Rowan County Unit**Livingstone College*

Mr. William J. Trent, Mr. Frederick D. Drew, Rev. John H. Satterwhite, Mrs. Hattie Neal Flack, Miss Julia B. Duncan, Miss Annette Alleyne, Miss Loretta M. Austin, Miss Pinkie Benjamin, Mr. Maxwell R. Brooks, Rev. Frank R. Brown, Rev. John V. Catledge, Mr. Elmore Dennis, Mrs. Anne S. Drew, Mr. Samuel L. Hopkins, Mrs. Lorraine Johnson, Miss Iola E. Lewis, Mr. Leon C. McCrary, Miss Margaret Porter, Mrs. Olive M. Sawyer, Mrs. Josephine P. Sherrill, Mr. Marlowe F. Shute, Mrs. Eloise M. Simpson, Mr. David H. Thornton, Mrs. Myra M. Thomas, Mr. Norman Wilson, Mr. Clarence W. Wright, Mrs. Hazel M. Wright.

*Dunbar High School*

Mr. R. E. Dalton, Mrs. Sadie Fair, Mrs. Hazel Steward, Mrs. Geneva Miller, Mrs. Juanita Clement, Mrs. Margaret Dalton, Mrs. Mabel Riddick, Miss Inez Correll, Mr. Arthur Buford, Miss Louise Yourse, Miss Sara Ireland, Mrs. Zelma Draine, Miss Geneva Stith, Mrs. May Troy Ezell, Miss Iris Jeffries, Mr. Richard McMullen.

*Aggrey Memorial School*

Mr. S. E. Biggers, Mrs. Makepeace Long, Mrs. Cora Knox White, Mr. William Wade, Miss L. Alice Ellis, Miss Irene V. Graham, Mrs. Lois Hunter Partee, Miss Lillie Beatrice Anderson, Mrs. Sara Tuck Yokley.

*County Group*

Mrs. Rose D. Aggrey, Mrs. Sallie B. Robertson, Miss Rosebud Aggrey, Miss Naomi Shuford, Mrs.

Geneva Oglesby, Mrs. Pauline Morton, Mrs. Bessie Craig, Mrs. Alma Ross, Mrs. Myrtle Gibson, Mrs. Maggie K. Phifer, Mrs. Corine Tutt, Mrs. Beatrice Stevenson, Mrs. Lillian Reid, Mr. Price Brown, Mrs. Q. V. Simmons, Mrs. W. M. Walker, Mr. Isaiah McClain, Mrs. Maide R. Gibson, Mrs. Addie Gibson Grier, Mrs. Lillian Simpson, Rev. William Watson, Miss Hazel Moch, Mrs. Christine Morgan, Mrs. Nannie King Bryant, Mrs. Willie Hairston Cade, Mrs. Mabel Payden, Mrs. Kathleen Randall, Mrs. Adelaide Carson, Miss Ollie Lee Carr, Mrs. Rosa Lee Wyatt, Miss Ernestine Carson, Mrs. Mary Ramsuer, Mrs. Edmonia Hall, Mrs. Lillian Wilson, Mrs. Curtistine Ingram Lewis, Mrs. Flora B. Flack, Mrs. Della C. Poe, Miss Annie Parker, Mrs. Gaddy Ward, Mrs. Annie Belle Wilson, Mrs. Mattie Kelsey.

*RUTHERFORD COUNTY*

(100 per cent)

*Grahamtown High School*

Mr. J. O. Gibbs, Miss Hazel J. Houston, Mrs. Christiana Smith Prince, Mr. Isaac L. Pruitt, Mrs. Henrietta I. Twitty, Miss Myrtle S. Johnson, Miss Lucile Ann Carson, Mrs. Minnie D. Gibbs, Mrs. Arnette L. Boger, Miss Dorothy Lipscombe.

*New Hope School*

Mr. C. A. McDougle, Mrs. H. C. Walker, Miss M. E. Joyner, Mrs. L. R. McDougle, Mrs. A. R. Wellmon, Miss V. E. Surratt, Mrs. R. D. Twitty, Miss H. A. Fleming, Mrs. L. H. Carpenter, Miss M. E. Donaldson, Mr. V. C. Ramseur, Mrs. M. M. Pettiford, Mrs. S. L. Lamb.

*Rutherford County Unit*

Mrs. Fannie W. Carnegie, Miss Lillian Woods, Mr. O. B. Pratt, Miss Frances Holt-Cliffside, Miss L. L. Daniels, Mrs. Mary S. Gardner, Rev. D. A. Costner, Miss W. Ruth Lynch, Miss Helen Howell, Miss Emma Miller, Miss Elizabeth Green, Miss Virginia C. Henry, Miss Geneva Mae Costner, Miss Blanche Hicks, Miss Kathaleen Costner, Miss Edna E. Logan, Mrs. M. B. Hoyle Holbert, Mr. P. W. Wellmon, Mrs. Marion Edwards, Mrs. Lillie M. Meachem, Mr. Jannie W. Davis.

*SAMPSON COUNTY**Clinton City Unit*

(100 per cent)

*Sampson County Training School*

Mr. D. A. Thomas, Miss Rosa B. Williams, Miss G. E. Maye, Miss Reva M. Matthews, Mrs. Fannie Dafford, Mrs. Essie Graham, Mrs. B. J. Thomas, Mr. N. S. Hinton, Mrs. M. F. Carter, Miss Lillian Pearsall, Mrs. Daisy B. Rich, Miss Clara Beckwith, Miss C. C. Little, Miss Alverta Jackson, Mrs. S. M. Shepard, Mrs. Ada E. Davis, Mrs. E. H. Sampson, Mrs. J. F. Jones, Mrs. A. L. Highsmith, Mrs. P. S. White, Mrs. Shirle Smith, Miss C. O. Bynum, Miss Esther Mallett, Mr. S. J. Branch, Mrs. Mattie E. Jones.

*Sampson County Unit*

(100 per cent)

Miss Mabel P. Powell, Miss Janie M. Boykins, Miss Dolletha DeVane, Miss Mildred DeVane, Miss M. L. Hollingsworth, Mrs. Mary A. Fennell, Miss Eva M. DeVane, Mr. C. C. DeVane, Miss C. E. Fennell, Miss M. J. Clinton, Mr. F. E. Wright, Miss Jerusha Butler, Miss Fannie C. Davis, Mrs. Hattie B. Matthews, Mrs. L. S. Tilford, Mrs. A. B. Fleming, Miss M. K. Ham, Miss M. G. Fennell, Miss M. V. Henderson, Miss F. E. Simons, Miss M. L. McKoy, Mrs. B. P. McLean, Mrs. E. W. Boykins, Mr. W. M. McLean, Rev. Charles E. Perry, Mr. R. L. Allison, Miss D. O. Robinson, Miss S. P. Battle, Miss M. L. Sampson, Miss Eva T. Dillard, Miss Beatrice Carroll, Mrs. Emma Perry, Mrs. C. B. Torry, Mrs. M. B. Fisher, Miss T. L. Pride, Miss F. W. Sampson, Mr. W. W. Carr, Mrs. Mae B. Melvin, Mrs. B. B. Carr, Mr. J. M. Holmes, Mrs. Mavis B. Harris, Miss M. A. Kelly, Miss Rosa E. Boykin, Miss H. G. Somerville, Mrs. F. DeV. Grantham, Mr. J. I. Kornegay, Miss Wilma McKoy, Mrs. P. M. Solice, Mrs. A. B. Graham, Mrs. N. H. Price, Mrs. M. McL. Faison, Miss A. R. Williams, Mr. Albert Melvin, Mrs. L. B. Melvin, Miss T. A. Boone, Miss M. S. Butler, Rev. P. M. Lee, Miss M. C. Faison, Miss Lula R. Lee, Mrs. A. C. Sampson, Miss M. B. Davis, Mrs. K. B. Jones, Mrs. E. M. Lucas, Miss Mildred Beamom, Miss Blanche Carr, Mrs. L. C. Cromartie, Mrs. D. P. Henry, Miss Minnie S. Weeks, Mr. David Robinson, Mrs. Effie Wright, Mrs. J. H. Hill, Mrs. L. C. Powell, Mrs. R. McL. Walton, Mrs. Mary E. Berry, Mr. J. T. Stewart, Mrs. H. C. Stewart, Miss Nancy Boykin, Miss M. B. Barnes, Mrs. A. S. Mathis, Mrs. H. G. Stewart, Mrs. Eva S. Williams, Mrs. Maggie M. Allison, Mrs. E. B. Mitchell, Mrs. G. C. Murphy, Mr. L. L. Smith, Mrs. Mattie J. Cobb, Mrs. D. B. Adkins, Miss Eva M. Morrissey, Mrs. Daisy H. Caldwell, Mrs. Sarah A. Chavious, Mrs. Esther A. Smith, Mrs. Anna F. H. Bryant, Mrs. Elva M. Cuthbreath, Mrs. Lillie B. Merritt, Mrs. Rosa W. Cooper, Miss Vinella Ashford, Mrs. Maeyolne Peterson, Mrs. Josie B.

Moore, Mrs. B. T. Tatum, Mrs. Sadie H. Merritt, Mrs. I. R. Peterson.

*SCOTLAND COUNTY*

(100 per cent)

*Lawrburg City Unit*

Mr. I. Ellis Johnson, Miss Mary Mitchell, Miss L. Williams, Mrs. E. R. Zeigler, Mrs. S. Parnall, Miss E. H. Troy, Mrs. Z. L. Malloy, Miss Sallie Ingram, Mrs. Odessa Smith, Mrs. A. M. J. Bethea, Miss Kathryn Pinckney, Mrs. I. T. Smith, Miss E. O. Sharpless, Mrs. J. L. Bryant, Mrs. W. S. Sanders, Mr. J. C. Melton, Mr. S. G. Littlejohn, Mrs. Joy M. McDuffie, Miss Verdelle T. McDuffie, Mrs. I. C. Melton, Mrs. S. H. McFee, Mrs. Thelma D. Ervin, Mrs. A. M. Oxley, Mrs. A. L. Black, Mr. J. C. Champion, Mr. I. T. Smith, Mrs. M. S. Butler, Mrs. Sammin McDuffie, Mrs. Iona J. Pugh, Miss Mary C. Bell, Mr. F. H. McDuffie.

*Scotland County Unit**Gibson Colored School*

Mr. G. A. Page, Mr. R. C. McDowell, Miss I. J. Price, Miss M. Ivey, Miss Hattie L. King, Mrs. A. E. Page.

*STANLY COUNTY**Badin Colored School*

Mr. J. Worthington Campbell, Mrs. A. T. Campbell, Mr. H. L. Price, Mr. J. Lincoln Brown, Mrs. G. E. Wall, Mrs. M. S. Jeffries, Mrs. W. M. Stanton, Mrs. P. P. Barringer, Mrs. E. T. McNeil, Mrs. A. H. Taylor, Miss P. E. Barnhill, Mrs. L. W. Donaldson.

*STOKES COUNTY*

Miss Thelma F. Morehead.

*SURRY COUNTY**Mt. Airy City Unit**J. J. Jones High School*

Miss Wilveria E. DeLaine, Miss Johnny Inez Johnson, Mr. F. M. Jones.

*County Group*

Mr. Robert Caesar, Mrs. Janie Thomas, Miss Josephine Massey.

*TYRELL COUNTY**Tyrell County Unit*

Miss Odessa Holley, Miss Blanche Simpson, Mr. D. T. Spruill, Mr. S. P. Dean, Mr. G. K. McKeathen, Mrs. Amphie Spruill, Mrs. Elnor McCaethen, Mrs. Stella Bryant, Mrs. Beatrice Winslow, Mrs. Blanche Grizwell, Mrs. Viola Coston, Mrs. Helen Rowson, Mrs. Jannie Felton Owens, Mrs. Jessie Bush, Mrs. Hesta Reid, Miss Myrtle Liverman, Miss Lilia Jones, Miss Maria Bryant, Miss Pinkie Sykes, Miss Julia Blount.

*TRANSYLVANIA COUNTY**Rosenald School*

Mr. J. P. Sartor, Mrs. J. H. Johnstone.

*UNION COUNTY**Monroe City Unit*

(100 per cent)

*Winchester Avenue High School*

Mr. J. W. Graham, Mrs. E. Carter Smith, Miss Harveleigh Monte Rivera, Miss A. H. Williams, Mr. W. B. Nivens, Miss Dorothy O. Cuthbertson, Mrs. A. L. Forrest, Mrs. M. Creft Moss, Mrs. Missouri B. Wilson, Miss M. L. Southerland, Miss Vennest M. Perkins, Mrs. Duval Haith Simmons, Miss Annie A. Chresfield, Mrs. E. M. Alston, Miss Portia M. Chambers, Mrs. P. C. Barbour, Miss Hopie Neil Dawson.

*Union County Unit**Western Union School*

Mr. J. W. Brown, Mrs. N. H. Perry, Mrs. A. B. Rogers, Mrs. C. B. Brown, Mrs. C. B. DeVeaux, Mr. R. F. Bolden.

*County Group*

Miss Conavies Perry, Mrs. Eunice H. Lomax, Mrs. Annie Belle Cherry, Mrs. Marguerite Williams Oglesby, Mrs. Lutelle L. Asbury, Mrs. Mary J. Staton, Mrs. Emma R. McManus, Miss Edna E. Maske, Mrs. Desma Mann, Mrs. Mamie Conyers, Mrs. Carrie Blount, Mrs. Mildred Chambers, Mrs. Parthenia C. Horne, Miss Helen Massey, Mrs. Pearl Chambers, Mr. Cromwell F. Chambers, Mrs. Mary W. Chambers, Miss Helen Chambers, Mr. L. A. Baker, Mrs. G. D. Baucum, Miss F. W. Belton, Mr. P. M. Evans, Miss W. M. Graves, Mrs. A. C. Henry, Mr. D. A. Oglesby, Miss E. Maske, Mrs. E. N. Turner, Mrs. G. K. Knight.

### VANCE COUNTY (100 per cent)

#### Henderson City Schools

##### Henderson Institute

Mr. O. T. Robinson, Mrs. F. A. Robinson, Miss Lottie B. Taylor, Mrs. M. J. Bryant, Mrs. O. H. Davis, Miss C. Eaton, Mrs. T. H. Glenn, Mr. W. H. Lewis, Miss A. P. Wilder.

##### Central Colored Graded School

Mr. E. D. Johnson, Miss Pearlina Brame, Mrs. Adelaide R. Bullock, Miss Mary E. Burt, Mrs. Mary A. Eaton, Miss Sallie P. Eaton, Mrs. Mary L. Harris, Mrs. Iola B. Hawkins, Mrs. Mildred J. Hight, Mrs. Ruth Hughes, Mrs. Laura G. Jordan, Mr. William L. Marable, Mrs. Johnnie Mims, Miss Estelle Nichols, Mrs. Lottie A. Parham, Mrs. Marion L. Poole, Mrs. Mary I. Stamper, Mrs. Jamesena Smith, Miss Vivian O. Steele, Mrs. Gladys L. Ward, Mrs. Mamie Williamson, Mrs. L. B. Yancy, Mrs. J. W. Yarborough.

#### Vance County Unit

##### Dabney School

Mr. A. A. Lane, Mrs. Elnora B. Brown, Mrs. E. E. Young, Mrs. S. F. Lewis, Mrs. Ethel L. Adams.

##### Townsville School

Mr. W. E. Williams, Mrs. Elizabeth B. Bullock, Miss Mary E. Evans, Miss Virginia D. Knight, Mrs. Annie M. Wyche, Mrs. Virginia H. Green.

##### Woodsworth School

Miss Mattie Best.

##### Williamsboro School

Mr. P. H. Lewis, Miss Mabel S. Wyche, Mrs. Ethel H. Clements, Miss Annie E. Ganes, Miss Elizabeth Steele, Miss Esther M. Bullock.

##### Nutbush No. 1 School

Mr. L. M. Hatton, Miss Alice B. Green, Mrs. Mildred H. Bullock, Miss Annie M. Henderson, Mrs. Lucy J. Perry, Mrs. Nell W. Barkens.

##### Nutbush No. 2 School

Mr. R. D. Bullock, Jr., Mrs. Lenora W. Cheek.

##### Middleburg School

Mrs. A. M. Rivera, Mrs. Mary M. Bullock, Mrs. Elizabeth H. Bullock, Miss Mabel L. Pailin.

##### Brookston School

Mrs. Mary E. Brown, Miss Aniel Lewis.

##### Cephass Springs School

Mr. C. H. Williamson, Mrs. M. H. Turner, Mrs. Flossie K. Amos.

##### Amos School

Mr. J. R. Barnes, Miss Mildred Martin, Mrs. Cassie A. Wright, Miss Alma Shields, Miss Queen E. Davis.

##### Sandy Grove School

Mrs. Carrie H. Sewell, Miss Mildred Smith.

##### Kittrell Graded School

Rev. W. B. Westbrook, Mrs. Henrietta C. Hatton, Miss Mamie L. Mills, Miss Lucy C. Thorpe, Miss Louise McCargo, Miss Susie Paschall.

##### Greystone School

Miss Lucy A. Eaton, Mrs. Mary B. Henderson, Mrs. Katye C. Smart.

##### Nutbush Branch School

Miss Maggie C. Tucker, Mrs. Elizabeth Parham.

##### Kittrell College

Dr. E. F. G. Dent, Mrs. M. H. Ramey, Dean L. H. Middleton, Miss Dora Hawkins, Dean M. H. Muldrow, Rev. J. S. T. Decker, Dean W. H. Tynes, Mr. O. F. Milner, Miss Alice Williams, Mr. Louis W. Thompson, Jr.

### WAKE COUNTY

#### Shaw University (100 per cent)

Dr. Robert P. Daniel, Mr. Charles R. Eason, Mrs. Minnie H. Fields, Mrs. Marcella Ford, Miss Marion Gregory, Dr. Nelson H. Harris, Miss Carrie L. Harrison, Rev. J. H. Jackson, Mrs. B. Yancey Jervay, Mr. E. E. Jones, Miss Mildred N. Jordan, Miss Beatrice R. Martin, Mr. Foster P. Payne, Mr. Walker H. Quarles, Jr., Mrs. Eva F. Ray, Rev. William R. Strassner, Mrs. Velmon Virgo, Rev. G. E. Cheek.

#### Raleigh City Schools (100 per cent)

#### Crosby-Garfield School

Mr. M. D. Williams, Mrs. B. A. Butler, Mrs. M. E. Watson, Miss C. E. Christmas, Mrs. M. A. Flagg, Mrs. M. R. Roberts, Mrs. G. S. Watts, Miss G. B. Rogers, Mrs. M. E. Akins, Mrs. E. H. Hunt, Mrs. M. J. Gorham, Mrs. A. T. Williams, Mrs. M. A. Culler, Miss A. E. Dunston, Miss E. M. Whitaker, Miss M. T. Brooks, Mrs. A. H. Logan, Miss G. M. Hayes, Miss M. E. Elliott, Mrs. N. E. Lockhart, Mr. L. D. Haywood, Miss E. L. Cooper, Mrs. B. C. Pettiford.

#### Washington High School

Mr. M. W. Akins, Mrs. F. W. Alston, Mr. J. H. Baker, Mrs. G. P. Brown, Mr. J. H. Brown, Jr., Miss M. B. Bugg, Mrs. R. B. Cathcart, Mrs. E. L. Clark, Miss H. B. Davis, Miss E. E. Duren, Mrs. L. P. Eaton, Mrs. Minetta B. G. Eaton, Miss Melzie E. Elliot, Mrs. G. K. Greene, Mrs. G. H. Harris, Miss J. E. Hicks, Mr. M. C. Hill, Mrs. M. H. Jackson, Mrs. M. T. James, Mr. H. T. Johnson, Miss D. L. Larkin, Mrs. A. M. Livingston, Mr. J. C. Livingston, Mr. J. L. Levister, Miss M. E. Ligon, Mrs. F. P. Maye, Mrs. L. M. Maye, Miss N. H. Morgan, Mrs. L. F. Perrin, Mrs. E. H. Perry, Mrs. S. V. Perry, Mrs. C. M. Prather, Mrs. G. Y. Reid, Miss F. J. Sims, Mr. W. W. Smith, Mrs. K. L. Thomas, Mr. R. H. Toole, Mrs. Ida Evans Washington, Mrs. E. P. Wiley, Miss L. R. Williams, Mr. P. H. Williams, Miss P. L. Wortham, Miss E. M. Yeargin.

#### Lucille Hunter School

Mr. J. W. Eaton, Miss M. Phillips, Mrs. C. Wortham, Mrs. A. Logan, Miss R. McCauley, Mrs. H. Mitchell, Mrs. L. Bryant, Mrs. N. P. Frazier, Mrs. C. Ligon, Mrs. G. S. Harris, Mrs. O. L. Hardie, Mrs. M. Easterling, Mrs. A. Gray, Mrs. Stredwick, Mrs. M. P. Lane, Miss D. Lane, Mrs. A. C. Jones, Mr. L. L. Crandell.

#### Oberlin School

Miss Margaret R. Harris, Miss Amanda B. Rhone, Mrs. Lucille Campbell, Mrs. Margaret Haywood, Miss Kathryn Young, Mrs. Mattie M. Kelly, *State School for the Blind and the Deaf*

Mr. M. H. Crockett, Mrs. Maude Bass, Miss Mozelle Jones, Mrs. Mildred Chavis, Mrs. Myrtle C. Crockett, Miss Edna Dobbins, Mrs. Hattie Edmondson, Miss Ernestine Ezzelle, Miss Leola Grant, Miss Augusta Harris, Miss Kathleen Hill, Mrs. Juanita Jennings, Miss Fannie King, Mrs. Nellie Kyle, Miss Edith McClain, Miss Marie McDonald, Miss Hennie Peele, Miss Mabel Sutton, Mrs. Mae Sue Walker, Mrs. Effie C. Whitaker, Mrs. Lottie W. Williams.

#### Wake County Unit

#### Berry O'Kelly School (100 per cent)

Mr. E. A. Johnson, Mrs. Effie Hall Ballentine, Mr. L. T. Brown, Mrs. Maude E. Y. Evans, Mrs. Grace Wright Horton, Mr. George W. Lee, Miss Everhardt M. Ligon, Mrs. E. M. B. Lytle, Miss Lotta C. McFadden, Miss Daisy V. Morris, Mrs. V. C. Moore, Mr. W. D. Moore, Miss Annette B. Reide, Miss Blonnie Sampson, Miss Sadie P. Williams.

#### James E. Shepard School

(100 per cent)

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January  
1947

# North Carolina Teachers Record

*Official Publication of the North Carolina Teachers Association*



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**NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., APRIL 3RD, 4TH, & 5TH, 1947.**

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# *The Children's Room, Winston-Salem Teachers' College*

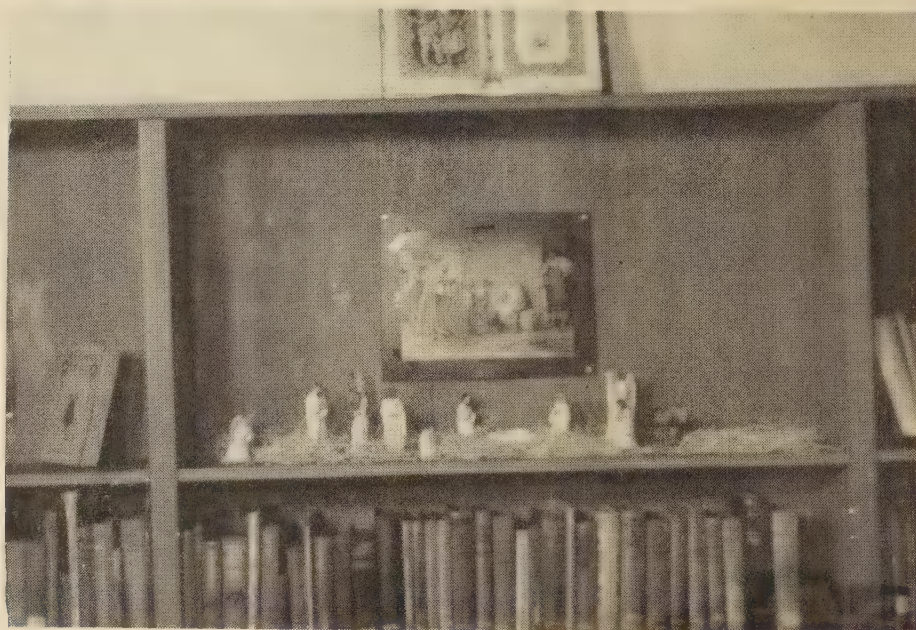
By A. P. MARSHALL, *Librarian*

The training of elementary teachers is fast becoming one of the most thorough and exacting professions. Slowly many of our educators are beginning to realize that instead of placing the emphasis on the high school and college levels of education, it should be placed on those who are charged with the responsibility of giving our children the right start when they enter school for the first time.

For some years Winston-Salem Teachers College has realized this challenge to our educational system and has made every attempt to keep up with modern trends and thoughts concerning this phase of education. From its beginning the college was designated as an institution for the sole purpose of training teachers for the elementary schools of North Carolina. Now, many of its alumni are charged with the purposeful training of thousands of children in the lower grades throughout North Carolina and bordering states.

The library of Winston-Salem Teachers College has had no small part in the training of these teachers. The administration has been "library-minded" for some time, thus enabling the library to obtain trained and efficient personnel for its operation. The building which houses the library was constructed with the idea of helping students to more readily adjust themselves to community folkways by giving them first hand acquaintance with the tools for educating children. These tools may be books, or they may be audio-visual aids to learning.

Having no minor part in this scheme for educating teachers is the Children's Room. Here all of the books for children are housed. In addition, there is a very adequate picture file, phonograph records for use in the classroom, and



Nativity scene, prepared by student library assistants of Winston-Salem Teachers College, for the Children's Room. Students arrange own displays for each holiday or season.

various illustrative material, such as maps, placards, and flash cards. This room is of special use to practice teachers who are for the first time putting into effect that which they have learned during the first three years. They go to this room to plan units, to find supplementary material, or to acquaint themselves with children's books, both new and old.

Students who are fortunate enough to work in the library get practice in planning and making displays which are particularly interesting to children. They become acquainted with the general principles of operating a children's library. Several students have gone out from the college to take charge of libraries in schools. And though their training in library work is not formal, they are well qualified for this type of work, provided that they are interested and apt.

The Children's Room is only a small part of the entire library's collection of 25,000 books, but the selection has been carefully made and students find there most of the children's classics. Though the collection does have a number of modern books, the emphasis is placed upon those books which are fundamentally sound.

Of course the library is only a small part of the student's training program, but modern educators agree that it is just as important as his classroom work. It is one thing for an instructor to talk about *The Knights of the Roundtable*, or *The Story of Baldur*, and another to have the student read the story and talk about it himself. The student-teacher must be well prepared to discuss these books with children in a manner that may be easily understood. He must be able to present the great children's

(Continued on page 6)

# A Sight Saving Class

By MRS. EDNA C. REVELS

*Teacher, Fourteenth Street School, Winston-Salem, N. C.*

Democracy carries with it the responsibility of providing educational opportunities for all children who are capable of being taught. This is a decided problem when it comes to reaching all so-called "normal" children. This problem is even greater when trying to incorporate the marked physically handicapped.

One of the problems arising from providing for the children with physical deviations is that of teaching the partially seeing children—those children whose vision is so poor as to prevent them from taking advantage of those advantages offered to pupils of normal vision, yet who do not belong in schools for the blind.

This problem has been solved in some 33 or 34 states and in some few cities by the establishment of special classes, called Sight Saving, Sight Conservation, or Sight Protection Classes.

In North Carolina there are three of these classes. One is located in Greensboro and has been established for some few years. It is for white children only. The other two are in Winston-Salem. The only one for Negro children is located in Fourteenth Street School.

This class was established by the Lions Club in 1945 through the efforts of Mrs. Rosemary Kent, former Health Consultant of City Schools. The Lions Club gave the selected teacher a scholarship to Columbia University, equipped the room with everything a Sight Saving Class should have, is still buying anything needed, buys glasses for needy children who may or may not be members of the class, and will transport the children daily where necessary. Too much praise cannot be given this club.

## Who Is Taken Into This Class?

In general, the following groups are candidates for this class:

1. Children having a visual acuity between 20/70 and 20/200 in the better eye after all has been done by the oculist and optician;

2. Children with serious progressive difficulties—such as malignant myopia;

3. Children suffering from diseases of the eye or of the body which seriously affect vision;

4. Children who have had eye operations (particularly enucleations);

5. Children with crossed eyes; and,

6. Temporary cases where children have had diseases such as measles.

## How Are The Children Found?

The regular teacher or the parent usually finds the child. She may notice many signs of poor vision as she teaches the child or as he plays around home. He is then sent to the school nurse for a Snellen Chart test. The homeroom teacher may give this test. If there are marked difficulties, he is then taken to an ophthalmologist. If this doctor recommends a Sight Saving Class for the child, he is then sent there. All records of his condition, times for reexamination, and other materials are sent to the Sight Saving Class teacher. Each child is supposed to be examined by a psychiatrist to determine if he is normal. Only normal children are accepted.

## Where Are Sight Saving Classes Needed?

Only about one out of 500 children need be placed in a special class. Most visual difficulties can be corrected or greatly helped by a good oculist. But in a large school system, a class is definitely needed.

Only one class is needed to serve an ordinary size city system. This class should be as centrally located

as possible. The class at Fourteenth Street School can be reached very easily from each section of the city by bus. The children can come from each city school and may come from county schools with the proper arrangements. The Lions will transport all children who do not ordinarily attend this school.

There are twelve permanent students and from two to three temporary cases at all times. No sight Saving Class teacher can very successfully care for more than 15 pupils because they are classed in all grades of the elementary school. This class has pupils in grades from the second through the eighth.

## How The Class Is Operated

This class is operated on a co-operative plan. We do not wish the children to feel queer or segregated. In this class the close eye subjects are taught—reading, writing, arithmetic, spelling, and typing. The children go to a regular class for language, social studies—all discussion subjects.

Each child is individually taught; all reading for outside classes is done by the special teacher to the child; and all extra library assignments are done by the teacher. This is necessary because there are so few books printed for these children.

No two close eye work subjects are taught a child in two consecutive periods. He must be allowed an eye rest. Art work in the large and some chalkboard work are used for eye rests. These children do a great deal of mural painting, clay modeling, building, finger painting, and such things. Because of severe eye difficulties, about one-third of these children must be allowed to sleep at least 30 minutes during the day. Some are required to stand at the window and look out for definite periods of the time.

## The Classroom and Equipment

The books used are printed in 24 point type. There are few social studies books and no science books in this type. The regular books have to be rewritten in large print daily. There is regular sight saving paper. It is canary with wide green lines. The pencils are of soft very black lead which make a wide stroke. The chalkboard is grayish green and made of glass. This prevents glare from any position in the room. The chalk is yellowish white. It is very large and makes a broad stroke. The writing done is very large. The only type used is manuscript for all grades. Circles and straight lines make up the alphabet. Circles are much easier to see than lines.

A Talking Book is very helpful in the room. This is a machine borrowed from the State Commission for the Blind, which plays recorded books. Since reading is a vice for these children, these machines are a godsend. The books are sent to us by the Library of Congress. About all stories and books which children love have been recorded.

The typewriter is a bulletin size machine. All children from the fourth grade up are taught typing. They are taught completely by touch and feel and are never allowed to see the keyboard. Typing is a great help to these children. Many of us do not realize the strain of writing on the nerves and the eyes.

The ediphone is a marvelous help for the teacher and children. Lessons can be transcribed, and the child can get help without so much personal help from the teacher. Many of these children have to be absent often. Previous assignments may be recorded so that the child may not lose time.

The room is of regular size—30 feet by 20 feet. One side is all window space. The ceiling is painted white; the walls are pale green becoming darker as they reach the baseboards. Green is the regulation sight saving color. There are 40 fluorescent lights which

cover the entire ceiling. On the darkest day there is a measurement of 50 foot candlepower of light in the room. These lights were installed at a cost of about \$1500 by the Lions.

The desks are the regular sight saver desks. The seats are adjustable and connected to the desks. The tops are raised to hold the supplies. One section of the top can be adjusted as an easel to lift the books the height of the eyes. They are indeed serviceable and beautiful. There are many work tables, closets and cabinets.

## Results

These children have kept up with the normal children. In many cases they have surpassed them. Last year the valedictorian of the 8th grade was from the Sight Saving Class with an average of 96.6.

Many have improved in visual acuity, according to the oculist. Many of the progressive cases have slowed down. The students learn to protect and to save the sight that they have. They learn to depend upon their ears and memory more than upon their eyes.

They become very sympathetic where each is concerned. They help each other wherever possible. They learn to move and to work without complete supervision at all times.

If one must be mercenary, then a special class saves the state much expense. Every time a child repeats a grade, more expense is incurred. Many of these children were repeaters because of not being able to see. Now they are able to progress normally.

The greatest result has been an increase in self respect. Many of these students had been crushed because they could not keep up. This had been done by parents and teachers. Now, being able to see better, knowing they do the same work as normal children, being able to participate in extra-curricular activities, these children feel that they belong and that some day they may contribute their small amounts to society.

## "DUTY"

By W. S. MAIZE, *State Teachers College, Fayetteville, N. C.*

There is much literature now telling people what they should do to succeed. Good! But why not write a word now and then in behalf of one's duty? If the duty is attended to with heart, mind and soul, achievement will follow.

This world, full of problems, is begging for the individual who looks upon his duty as serious business, who performs it as if his life and the lives of others relied upon his probity and fidelity. The world craves and requires inhabitants who like their duty for the merriment, exhilaration, and elation it gives them.

Our duty is the work that no one else can do quite so well as we can. It is the function that our hands and minds find to do. It is respectable labor. It is necessary. Fellowmen gain through our finding that task and doing it. It may be day toil. It may be business. It may be professional life. The place or kind of work is secondary.

Our duty is where we are needed, what we do best, where we perform the greatest service. It is not necessarily the duty that is free from distaste, nor the duty where our services are always comprehended and where our better self is instantly and wholly appreciated. But our duty claims the best that we have, and it adjudges the entities beyond the present and near future.

Your duty is my duty. My duty is your duty. The best work in the world is that in which we all have a part.

The person of evil intentions believes the worst. The person of good intentions tries to believe the best. The latter is the safest to follow.

Your duty and mine is making a living honorably. It is building a life the best we can. It is frowning upon idleness, playing the game fairly, bearing others burdens, and never pronouncing a thing impossible until the last effort and last ounce of energy have been attempted in its accomplishment. Let's do our duty in the home, church, school and every place possible in the world.

# Speech Defectives

By MISS W. O. SPELLMAN, *Fourteenth Street School, Winston-Salem, N. C.*

*"Any speech which so deviates from that usually heard as to call attention to itself, because of indistinctness or unpleasantness or both is considered defective."*

—IDA MCKAY.

During this age of enlightenment all factors which affect learning on the part of children should be given attention, regardless of race or economic conditions. The time is more propitious than ever before to emphasize speech education.

It is shocking that there are six times more speech defectives in the United States than there are blind, cripple and feeble-minded combined. However it is gratifying to know that findings reveal that the majority can be corrected if proper attention is given early in life while new muscle patterns can be acquired. Teachers can be of vast importance in giving remedial attention to speech defectives but they must be on the alert for first symptoms and give corrective exercises. One major observation is to notice how defective speech may be produced. Speech is not inherited but acquired. No person was born with a developed speech. He had to acquire it through imitation, and as he hears it, so he will produce it.

Auditory images, whether perfect or imperfect, are converted into motor images by the muscles of speech organs. Speech depends on the correct use made of lips, tongue, teeth, resonators, soft and hard palate, and larynx to modify the sound waves into the various vowel and consonant combinations.

The lack of oral background has a great influence upon children. Children take on the incorrect forms of speech that they hear in the home as they spend more time at home than in the school. The teachers' task then is the matter of trying to establish patterns of good speech habits which unfortunately will be difficult as it is the speech that a child hears the first four years of life that sets the pattern. This does not mean that new patterns cannot be taken but it

means that it will take strong motivation. The gratifying thing is that speech is acquired and that speech education programs can bring about correct speech. A good speech education program will inspire children to become pleasantly speech-conscious without becoming self-conscious.

Physical handicaps condition speech. A very high arch can cause speech defects because of protruding teeth. The teeth must meet naturally for good speech. Inactivity of the tongue, a cleft palate that has been divided at birth, malnutrition and nervous conditions have a great effect on speech. In those cases a physician has to be sought for speech correction.

Imitation has been the cause of most speech defects. Frequently a child tries to imitate his mother, sister, brother, or some other person. In that case some incentive for correct speech has to appeal to him before he will say the word correctly. Many times children talk "baby talk" because parents encourage it. Children should be taught how to speak correctly at all times.

Speech defects are caused by a lack of auditory and visual discrimination. In the case of the former, the children are confronted with many difficulties in that they are not able to tell which of three or four words start with the same sound. They are unable to recognize similar endings and to tell the end sound from the beginning one. They cannot recognize words that rhyme or words that do not rhyme. Exercises consisting of ear training drills can aid in abolishing that defect.

Due to inaccurate visual discrimination they are unable to match identical letters and words. They cannot connect visual symbols with their respective sounds, that in-

clude both the printed and written symbol. There is a reversal tendency which causes the children to see letters transposed, reversed, or inverted ways. In this case children will read "on" as "no" and "was" as "saw." The remedial work at this stage is to educate the ear, the eye, and tongue.

Phonetic training is very important in overcoming speech defects. According to Van Riper, the first sounds mastered should be the vowels, then the labials, the dentals and gutturals, front and back tongue sounds, t, d, n, k, g, then the lip and tongue sounds, f, v, l, r, s, z, dz, tf, and finally the blends st, tr, bl, etc. These sounds should not be hard to master as, the ages at which these sounds are mastered completely are given for the average child according to the following: labials at three years, dentals and gutturals at about five years, the complicated tongue sounds during the sixth year, and the sibilants and blends during the early part of the seventh year. Children who have been given special training will master these sounds much earlier. Phonetic elements should be taught when and where they arise in a particular word. Phonetic analysis is taught as an instrument to be used by individual children when attacking unknown words.

On the basis of symptoms, Ollie Backus states that speech defects can be grouped as: defects of (1) articulation, (2) phonation, (3) symbolization, and (4) rhythm.

Articulation: Articulatory defects are the most common with school children. Because of this defect, pupils are deficient in the following ways: letter substitutions, i.e. sounds of v for w, k for g, omission of prefixes, as "matoes" for tomatoes, improper substitutions as "pernanas" for bananas,

improper endings as "crost" for cross and "guez" for guess. Words are read in reverse as on for no, and was for saw. The omission of endings as ed, ing, tion, s and t. Children will lisp and speak indistinctly, saying "thoup" for soup.

**Phonation:** Defects in phonation cause children to talk so loudly that their voices penetrate the hall. Others talk so softly that their voices are scarcely heard beyond the first two rows. In some cases the pitch is too high and in other cases, the pitch is too low.

The quality of the voices varies. There are examples of thinness, breathiness, shrillness, nasality, harshness, muffled tones, too much of the sameness because of a lack of flexibility, stammering and "baby talk."

**Rhythm:** This defect causes children to hesitate in oral reading and speaking; their flow of words is uneven; some speak too rapidly; others speak too slowly; syllables are slurred and omitted; motor disorders and improper phrasing are prevalent. One writer who expressed his idea on rhythm stated that "All of the beautiful sounds of nature such as the croaking of a frog, the song of the whip-poorwill, and the song of the wind are never broken but that one clear sound carries over to the other."

Another important factor in a lovely speaking voice is to practice taking deep breaths from the very pit of the stomach so that the voice will not be chopped with frequent breath or that the breath will not become exhausted toward the end of a sentence. Instead the tones will be sustained through a succession of words. At all times, bell-like tones should be stressed.

**Symbolization:** This disorder has been observed in pupils in that their linguistic aspects of speech are not appropriate to their age. Therefore, the expression of their thought, vocabulary, grammatical structure, and pronunciation are below the level of achievement for average children of the same age.

"The fact that individuals differ

in respect to mental abilities is unchallenged. Fundamentally the question reduces itself to the perennial one of heredity and environment, or as Galton so aptly called it nature and nurture. These are the basic causes contributing to individual differences. Insight in the nature-nurture problem is especially desirable since it is important to know what mental equipment a child starts with, how far environment forces including schooling may be expected to add to equipment, and whether environment can only supply the individual with materials to work on." Therefore, individual differences should be cared for through remedial instruction.

It is an advantage to begin the speech lesson with a relaxation exercise. The child will respond better to directions. Ear sounds should be the first step in correcting a sound. It is improvement when a child can distinguish between what he says habitually and what he should say. The teacher should try to speak clearly and distinctly and give correct utterance when presenting the ear training drills.

Exercises for the control of the tongue, lips and jaw should be given when the children have difficulty in adjusting articulatory organs to form the sounds correctly.

Four steps in correcting a sound are: 1. Have the children hear the sound. 2. Have the children imitate what they hear. 3. Have the children imitate what they see. The next step is to emphasize these four drills in order: (1) sound drills, (2) syllable drills, (3) word drills, and (4) sentence drills.

Gray and Wise state that, "Students having thin, harsh, or otherwise disagreeable voices may be often subconsciously influenced to produce better tones by material of rich, resonant, musical sound or implication."

Other selections that are recommended should have liveliness, a variety of tone color, contradictory moods, excitement, curiosity, a

number of interrogative statements, anger and fear. Expression can be emphasized, as the voice will have to take on various pitches to express the mood.

In correcting speech defects the most essential agency for proper nurture is the school. The school can accomplish this goal by providing an enriched, educational program in which speech will be emphasized as an integral part of the total school experience and so adapted as to fulfill all of the pupils' needs regardless of the economic status of the parents, social position, or race — a program which will prepare the pupils for practical living now and in the years to come.

### **The Children's Room Winston-Salem Teachers' College**

(Continued from page 2)

literature in an interesting manner in order to hold the interest of children. First hand knowledge of the books therefore is important.

Many students entering college have been denied the privilege of using libraries in their communities. Many schools in the state are limited in their means of acquiring necessary supplemental material for adequately providing background reading for students. Thus the college must make every effort to provide the background which has not been acquired before. It is not uncommon to meet students who have never read most of the classics. Yet, in order to be prepared to teach in modern elementary schools, a knowledge of these is essential.

The Winston-Salem Teachers College has long been aware of the set-backs to the teaching process and has accepted as its responsibility the job of acquainting those students who enter there in the basic literature of the field of elementary education. With this training, along with the methods and devices of teaching in the elementary schools, students will be more able to accept the responsibility demanded of them to train our children for living in a modern world.

# Santa's Toyshop

*An activity developed in the First Grade in the Parmele High School, Parmele,  
North Carolina*

PEARL V. MODLYN, *Teacher*

One of the most interesting units of work carried out by my first grade class was Santa's toyshop. This unit was planned and carried out during the month of December.

The first hour in the morning was used for organizing the work to be done by the different groups of children.

## I How the Activity Began

After Thanksgiving the teacher and the pupils began to decorate the class room for the month of December. A number of the children had been to shopping districts where the stores were gay with holiday decorations, and toys. A general discussion arose as to what we should do in our class room. One child said we could make some toys. Others suggested that we make gifts for our friends. We decided to follow these suggestions. We would make the toys and assemble them on a table in one corner in our class room. We would call this Santa's toyshop.

## II Objectives

1 To instill in the children an appreciation of the Christmas spirit.

2. To provide for improvement in reading, language, handwork, writing and physical training.

3. To provide opportunities for growth in social habits.

4. To develop an appreciation for poems, stories, music, and pictures.

## III Activities

Several charts were made. On one chart was listed things to learn:

1. Why do we celebrate Christmas?

2. Where was Jesus born?

3. How did the shepherds find Him?

4. Why do we give gifts at Christmas time?

On the second chart were things to do:

1. Read stories
2. Collect pictures
3. Make toys
4. Make gifts
5. Have a toyshop.

The third chart was things to make:

1. Rag dolls
2. Dolls out of men's socks
3. Cradles (oatmeal boxes)
4. Drums (oatmeal boxes)
5. Toys and animals
6. Doll furniture and doll clothes
7. Booklets.

The children brought boxes, scraps of cloth, cotton to be used in stuffing animals, thread and needles. The teacher bought socks from the 5 & 10 cent stores, and ordered animal patterns from Sears-Roebuck & Company. These patterns were used in cutting the animals. As most of the children are small the teacher had to give much time to each child.

A scene illustrating the Christmas spirit was worked out on brown paper by the teacher and the pupils.

After we had finished our toys gifts and booklets we assembled them on a table in a corner in our class room. The charts and booklets were tacked around and above the table. Santa's toyshop was written on a strip of cardboard and put over the table.

## IV Studies Covered by this Activity

1. Social Study

The children learned to work together and enjoyed it.

2. Reading

Charts, supplementary books, poems, stories, seat work.

3. Language

Class discussion of the unit stories, oral conversation about the stories. Conversation about Santa Claus.

Discussion of toys to be made. Letters to Santa Claus and parents.

Poems, read by teacher.

## V Outcomes

1. The children developed many new concepts
2. An increased knowledge of poems, stories and songs
3. Reading interests were stimulated
4. Vocabularies increased
5. Improvement in the child's ability to express himself.

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# North Carolina Teachers Record

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W. L. GREENE . . . . . Editor

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VOLUME XVIII JANUARY, 1947 NUMBER 1

## Greenville Unit Leads the Way For Building Fund

The Greenville Teachers Association has responded to the President's call for contributions to the cumulative building fund one hundred per cent. The Greenville Association is not one of the largest, but large enough to illustrate what the professional spirit can do in a Local Association. All thirty-nine members of the Greenville Unit made their contribution in one check to the State Association after agreeing on this project as an organization. This example of organized and equalitarian cooperation is worthy of emulation by other local units.

## Many Local Units Begin Building Fund Contributions

Members of the following Local Units have sent in contributions to the cumulative building fund:

|               |                  |
|---------------|------------------|
| New Bern      | Warren County    |
| Fayetteville  | Currituck County |
| Wayne County  | Onslow County    |
| Craven County | Edgecombe County |
| Moore County  |                  |

The Edgecombe Association, while not yet 100 per cent in contributions, has made the second largest contribution to date from a local unit. We believe that all Local Associations will be interested in the progress of the building fund project. THE RECORD will attempt to keep all the membership informed of the progress made as the fund grows toward the size necessary for remodeling the home office building.

## Our Interscholastic Athletic Association Plans for Progress

Elsewhere in the pages of this issue is the report of the budget committee of the State Athletic Association. At the annual meeting in November the as-

sociation voted to encourage MORE THAN BASKETBALL in the member schools. It was observed that interested schools could pay for some services from playing center secretaries; and would do so, provided those services were assured and of the right kind. We urge the principals and teachers of physical education in every high school of North Carolina to contact the secretary of the playing center in which their schools are located, arrange for payment of the membership fee (by installments if necessary), and get the services.

## Needed Development for Local Associations

Volunteer leadership, growing out of the professional zeal of inspired members in the teaching profession, has been the basis for development of strong professional organizations in the history of American education.

A fine program of volunteer leadership is like wise going on in the Virginia Association for Education. Virginia was late in beginning to use paid personnel, but the foundation was so well laid through volunteer leadership that the Virginia Association today has the largest budget of any Association of educators serving the separate schools in the nation. The North Carolina Teachers Association has been a pioneer in over-all progress, and has to its credit some of the finest examples of volunteer leadership. When we observe, however, that many of the county and city administrative units of the State have no well-knit local professional organizations, participate in very little volunteer professional activities, hardly participate in District Conventions, and fail to enroll all the educational workers who serve our schools in their areas; we face the challenge to encourage volunteers in assuming leadership throughout these areas for the development of strong, democratic local units. These strong Local Associations can be the means of guaranteeing efficiency and strength in the District and State Associations.

## Convention Date Comes Early This Year

In this issue of the RECORD is a directory of Section and Department Chairmen of the NCTA. We cannot urge too strongly that all members of the Association who are interested in the Annual Convention Program begin correspondence with the Chairmen of their departments so that program making can be gotten under way early. The 1947 Convention theme will be announced through the newspapers the last week in January. Convention dates are April 3rd, 4th, and 5th. With about sixty days instead of the usual ninety in which to organize, report, and print a Convention Program we must intensify our efforts this year. Section and Department Programs should be reported to the Executive Secretary by February 15th, or as early thereafter as possible.

## Our Interscholastic Athletic Association Plans for Improved Services

The Budget Committee of the N. C. N. H. S. A. A. at the recent annual meeting of the Association, recommended that the Annual Fee of \$3.00 be increased to \$10.00. This recommendation was adopted along with an increased budget for 1946-'47. Reasons supporting the increase in membership fee are:

1. To give the Center Secretaries sufficient money with which to provide a more efficient administration in the Center.
  - a. To keep and supply accurate up-to-date records on Center activities.
  - b. To make it possible for the Center Secretaries to increase memberships and services within the respective Centers.
2. More money is made available for the District Executive Secretaries in order that they might more efficiently conduct the administration of the Center.
3. To provide sufficient money to sponsor the publication of an association bulletin to completely cover the activities of the association.
  - a. Eligibility
  - b. Schedules
  - c. Play-offs
4. The expense of the bulletin if handled properly can be supplied through advertisement, thus making the bulletin free for the members, otherwise a small charge could be made to non members and interested athletic friends.

Note: It is very necessary that the \$3.00 membership fee paid at the annual meeting or before, be increased immediately to \$10.00. Schools desiring to renew membership or to join the association should send in \$10.00 at once, in order that the services listed above might be accomplished in

## "Through the Senses"

By A. H. PEELER, Principal,  
J. C. Price School, Greensboro, N. C.

### SOME FIRST STEPS

(This is the second in a series of "shorts" on Audio-visual aids.)

The above topic is a very important one to the individual or group interested in starting an audio-visual program. In a brief way I shall point out some of the things to be considered in the initiation of a sound program.

One of the first steps would be to inventory what is on hand. This would include all materials that would tend to make for "concreteness" in the learning situation. Such an inventory would probably show many of the following: pictures (magazines, textbooks, art prints), maps, globes, exhibits, charts, graphs, models and the like. There may be additional material in the way of projectors and other "mechanical aids." Such a check-up will also reveal the immediate possibility for such aids as the museum, field trip and photography.

Another very important first step would be to have some one in the school designated as a chairman, co-ordinator or leader to follow through on the total program. The success of the whole venture will depend much on the interest, knowledge and overall planning of this individual.

What equipment shall we buy? The answer to this must be made at an early stage in the program. To adequately answer this, the amount of money available must be

known. Of equal importance is the question of instructional objectives. What is purchased should fit in the school's objectives in such a way as will add to the effectiveness of the results of the program. Carefully consider what you wish to accomplish with the equipment to be bought. Check through the materials available and make your selection. Deal with a reputable firm handling standard products and you will be safe in your purchases.

One additional step should certainly be given consideration. Utilization of the audio-visual materials to vitalize the instructional program, is the ultimate goal. To facilitate this, an effective in-service training program should be included in the beginning steps. No program will be sound without this feature. This may be handled in various ways. Be sure to have the group go through real experiences. They should also participate in the planning of the program.

The following outline will summarize these brief notes:

1. Inventory materials on hand and the use to which they are being put.
2. Designate a leader for the activity.
3. Study needs of program and make wise purchases.
4. Make every step contribute to the total program of the school.
5. Plan a thorough in-service training program for the group.

In conclusion, keep an eye to the future for growth and expansion of materials as well as in the use of these materials.

### SUGGESTED HELPS:

1. State Dept. of Public Instruction, Raleigh, "Some Questions and Answers on Auditory and Visual Aids."
2. Dale, "Audio-Visual Methods in Teaching," Dryden Press, New York City.
3. The magazine, "See and Hear."

1946-'47. The \$10.00 fee is payable before schools will be eligible for basketball this season.

Send fee to Mr. W. L. Reid, Recording Secretary  
N. C. N. H. S. A. A.  
Kannapolis, N. C.  
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# Let Us Have National Peace and Racial Unity

*(Digest of an address delivered by Mr. A. L. Scott, instructor of history at the Fayetteville State Teachers College, to the Parent-Teachers' Association of the Newbold Training School, February 11, 1946.)*

*Submitted by MISS CLARA C. BARNES*

Once each year we celebrate Negro History Week. The question uppermost in many of our minds is why have a Negro History Week? The answer is easily found when one glances back into the past history of the American Negro. For almost 250 years the Negro was buried in slavery and all but forgotten. Since slavery he has continually been climbing up the rough side of the mountain, asking the white man to give him at least, an opportunity. Men who beg for things have never received the world's commendation. It is only the strong and mighty that catch the eye of historians. The noble deeds of Negroes are conspicuous in American histories by their absence. Daily newspapers usually magnify our crimes and minimize our virtues.

It is because of the above statements that Negro History Week is necessary, especially in our schools. Acquainting young people with the accomplishments of their race is sowing seeds of racial pride in fertile soil.

Many industrious Negroes were found during the dark days of slavery. Several saved enough money to purchase their freedom. Some free Negroes bought up slaves so that they could free them. Since the Civil War the wealth of the Negro has steadily increased and has now passed the billion dollar mark. Approximately two million Negroes were employed by the Federal government during the recent war. 500,000 were skilled and semi-skilled.

One sad fact is that too many of us are slothful and wasteful with the small amount of wealth that we possess. Some well known charac-

ters whom we thought had accumulated small fortunes, to our surprise, are practically penniless. Industry without thrift is useless.

The reconstruction period in which Negroes took an important part, is often called a dark period by historians. They as usual magnify the mistakes made by the Negroes and fail to even mention the constructive things done during that period. The public school system of the South was established between 1863 and 1875. In 1870, 80 per cent of Negroes were illiterate. By 1940 it had been reduced to 8 per cent. The total number of Negroes who graduated from college in 1850 to 1859 was only 12. In 1941 there were 4,964 Negroes who graduated from college. This shows what can be done with only half an opportunity.

Culture is not inborn. It is due primarily to environment contacts. Northern Negroes made higher ratings on the Army intelligence tests than Southern whites during World War I.

Negroes have distinguished themselves as statesmen, inventors, scientists and scholars. It is reported by an outstanding authority that a Negro was the founder of the present royal family of Sweden. He ascended the throne as Charles XIV in 1818. Negroes have and are serving in our state legislatures, National Congress and as ministers to foreign countries.

The Negro has not been asleep in the field of invention, a fact which is attested by more than a thousand patents being granted to Negroes. Matzeliger's shoe lasting machine revolutionized the shoe industry. Andrew J. Beard's automatic car coupling device sim-

plified the shifting of trains. Granville T. Woods is probably our greatest inventor. He established the Wood's Electrical Institute to house his many inventions. He is the inventor of the electric air brake, an incubator, a device for transmitting messages between moving trains and many others including the third rail. Many of his patents were sold to the General Electric Company, Westinghouse Air Brake Company of Pa., Bell Telephone Company of Boston, and the American Engineering Company of New York.

Men like George Washington Carver have destroyed the bugbear that scientific minds must reside in bodies covered with white skins. The myth that Negroes are capable of performing only menial tasks was exploded by the fact that 6000 Negro technicians were in the Army on V-J Day.

The Negro's place in music is too well known to require any comment, other than to say that American music is Negro music.

Negroes have distinguished themselves in every war in which America has been engaged. Many Negroes were freed by their masters at the close of the Revolutionary War for the valorous service in the cause for independence. A fact which is not often heard is that approximately 180,000 Negroes fought in the Civil War to free us from slavery.

Our past achievements which kindle the fires of our present should drive us on to new heights of glory and honor. But before we can go on with full speed we must rid ourselves of many impediments.

First of all we are not sure of

whom are Negroes. The percentage of Negro blood which determines whether one is a Negro or white varies with different states. You may be a white man in one state and a Negro in another state. The state of Virginia states that a person who generally looks like he is white is white. So a traveler in that state might have his status changed several times.

Our leaders or organizations must also unify their purpose or objectives. The question is sometimes asked, who are our leaders? The following organizations have objectives that are not necessarily identical.

1. The National Association for the Advancement of Colored People
2. The National Urban League
3. The National Negro Congress
4. The National Council of Negro Women
5. The March on Washington Movement
6. The Spirit of Garvey Movement to Substitute Negro Culture for White Culture.

We have two schools of thought. One known as the Booker T. Washington school, which is willing to accept a half loaf. The other is the DuBois school which wants a whole loaf or none.

The Northern Negro and the Southern Negro are not any too friendly towards each other. Each one thinks that he is better than the other, and often criticizes and ridicules each other.

I believe that all of us can agree on the following objectives:

1. Better home life
2. Equal vocational opportunities
3. Full citizenship
4. Opportunities for recreation and leisure
5. Improvement in health conditions
6. Character—Ability to make wise decisions in various life situations

In celebrating Negro History Week we should not overlook the

## Health Court

By MRS. NETTIE MCGHEE GREEN, *Peabody School, Wilmington, N. C.*

A PLAYLET ACTED BY THIRD GRADE PUPILS

Characters: Judge, Officers, Prisoners.

Officers, Prisoners sit on the front row of seats talking.

Judge—(Raps on the desk) Court come to order. Bring the first case to be tried by this court.

Officer—This boy and girl were on they way to school, Your Honor. They crossed the street in the middle of it.

Judge—What have you to say for yourself?

Prisoner (Boy) speaks. We were in a hurry to get to the other side of the street.

Judge—I am surprised at you children! Each day of the year many are killed or injured because of this dangerous habit. Never do

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fact that several white people as individuals and members of organizations have been our constant friends. Below are a few that we might mention:

1. The Abolitionists
2. Freedmen's Bureau
3. Founders of Our Early Schools and Colleges
4. General Education Board
5. Duke Foundation
6. Julius Rosenwald
7. Andrew Carnegie
8. Liberal Southern Whites
9. N. C. Newbold.

May the achievements of our race and the aid and encouragement of our friends of the white race serve as whet stones to sharpen our intellect and as lamps to brighten our pathway.

it again! Here is a set of Safety-first rules, learn them and obey them. Next case. Please.

Officer—This girl spat on the sidewalk.

Judge. Why I am surprised, that a clean-looking girl did such a dirty thing! Don't you know spitting in public spreads disease. Why did you do it?

Prisoner—I am sorry, I did not know it was wrong. I'll not do it again.

Judge—Here is a health book, to help you to remember hereafter to obey the health laws. Bring the next prisoner before this court.

Officer—Judge, I found this boy with a package of cigarettes.

Prisoner—Sir, I wasn't smoking. I was carrying them home from the grocery.

Judge—I am glad you are not guilty. There is a law which forbids selling cigarettes to boys. This law was made to help you keep well.

Judge. The next case, please.

Officer—(Leads a little boy to the desk.) This boy was skating in the street.

Judge—(shaking his finger at the prisoner) This is a serious crime. The law forbids skating in the street. I shall sentence you to 99 years to clean your teeth. Bring the next case.

Officer—This girl threw a banana skin on the sidewalk.

Judge—You did a very careless thing. Suppose some one fell on it, and hurt himself. Banana-skins should be put into a garbage can. Throwing them upon a pavement may make one cripple. Practice safety at all times. Court adjourned.

# Business Principles Undergirding Democracy

By W. J. KENNEDY, JR., Vice President N. C. Mutual Life Insurance Co.

(An address delivered at a Shaw University vesper service on occasion of Phi Beta Sigma's observance of "Bigger and Better Business Week:")

The organization of the National Negro Business League in 1900 by the group associated with the late Booker T. Washington is concrete evidence of the fact, that underneath the apparent serene and jovial countenance of the American Negro there has always been a serious question in his mind of the ways and means of the marvelous growth and development of the American industrial and commercial institutions. Prior to the organization of the League, Negroes had confined their efforts towards business, largely, to individual proprietorship. With little or no capital with which to open the doors of even small business establishments, they confined their early business adventures, mostly, to grocery stores, restaurants, blacksmith shops, barber shops and other service units. Since the year 1900 and as Negro newspapers began to spread the news of successful businesses operated by Negroes, many small businesses were started in practically every urban community with 500 or more Negro population and in many rural sections.

Throughout the southern states 25 and 30 years ago, Negroes owned and operated large grocery stores and meat markets. Remnants of some of these establishments still exist in many communities; however, the "March of Time" ushered in corporate chain grocery store and market establishments, replacing the individual proprietorship food establishments of both white and colored hometown citizens. Drug store operations have undergone a somewhat similar change.

Fortunately, evolutionary changes do not run in a straight course. Ocean tides rise and fall. Gradually Negroes are learning more and more of the fundamentals of retail trade and with better bookkeeping methods and motivated by local Negro trade associations, Negro Chamber of Commerce organizations and other units of state and national groups, Negroes have regained their losses in aggregate retail volume by supplementing the old lines of grocery stores and meat markets with auto service stations, electric shoe repair shops, grills, nightclubs, sports shops, real estate and insurance brokerage agencies, and a variety of others. For a fuller discussion of United States retail businesses and other business activities of Negroes, I invite you to observe my article in the current issue of Opportunity magazine, entitled, "Business Opportunities: A Challenge to Young Negroes."

As a business man and one whose interest extends to the last man, woman and child, and especially to the masses of our race, I extend to Phi Beta Sigma Fraternity sincere congratulations and thanks for your annual sponsorship of "Bigger and Better Negro Business Week." Our race needs a better appreciation of the part business plays in the life of the community, state and nation. We need not only buying power, but selling power. We need to know more about the management of money. How it behaves; that, like "a little learning is a dangerous thing," too often too little money is a dangerous thing. Sometimes too much money becomes a dangerous thing, especially when used for wealth instead of for service.

Negroes have developed a habit of negative thinking of business principles. Too many of us have

an idea that there is no place in our homes, our churches, our schools, our clubs and other organizations for the common ordinary practice of business procedure. Negroes are known to have lost millions of dollars by failing to maintain records of business transactions; by not keeping receipts for payments made or keeping money in a safe depository. Some years ago I observed a report that in the older banks in Philadelphia there were several million dollars in savings deposits made by Negroes from fifty to one hundred years ago and that no trace of the depositors or their heirs can be found. Multiply this by the hundreds and thousands of banks all over America where Negroes have hidden their money, and you get some appreciation of the losses involved. At the close of 1945 North Carolina Mutual Life Insurance Company held \$89,522.05 for paid-up endowment policies for people we have been trying to locate for several years. All we have been able to learn, is that they have moved or left no forwarding addresses. Multiply this by one hundred or more companies insuring Negroes and you will have more food for thought. These are just a few of the concrete evidences of the huge losses Negroes are sustaining because of a lack of appreciation of every day minor details of business transactions.

Columbus discovered America in 1492 when it was a howling wilderness. Look at the continent today and you see an entirely different picture. The story of the development of western civilization is indeed fascinating. Negroes have been mixed up in the process from the very beginning. Some were with Columbus when he reached our shores in 1492. Negro labor has played an important part in the

(Continued on page 14)

# Foreign Language Teachers Report

By MRS. RUTH WARD JONES, *Secretary*

## FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department of the North Carolina Teachers Association met Friday, April 19, 1946, at 11:00 o'clock p.m., in room 4 of the Leonard Building at Shaw University with Mr. Edward N. Rice presiding. Mr. Rice introduced the day's speaker, Professor Raleigh Morgan, North Carolina College, Durham, N. C., who discussed "Current Trends In Foreign Language Teaching In the Post-War High School."

Professor Morgan gave the background of the teaching of the foreign languages in the United States. He stated that the early purposes for teaching foreign languages were: (1) to continue the foreigner's use of his own language and (2) to prepare students for Harvard's law and religious courses; and (3) to serve as a tool with other subjects.

He pointed out that modern languages were taught in such colleges as Princeton, Yale and the University of Virginia during the 19th century; yet the languages did not hold a secure place because of the strong Latin influence—it being a language of scholars and being valuably used in mental discipline.

He further said that French and German gained considerable influence during the American Revolution, when the colonies were so greatly aided by France and Germany.

Henry Wadsworth Longfellow and James Russell Lowell, Harvard graduates, were mentioned as persons who did much to secure a place in the United States for modern languages. He indicated that it was during the 19th century that Spanish and Italian gained some importance.

The 19th century revolt against the translation-conjugation method gave rise to the: A. Direct Method, having the four-fold aim—1. reading; 2. writing; 3. speaking; and 4. understanding the language. This was followed by other methods,

having similar aims, whose objectives are listed after them:

B. The Natural Method—which is characterized by teaching a person as if he were a child

C. The Cleveland Method—using foreign languages in classes trained in conversation and reading—while the grammar is taught inductively

D. The Phonetic Method—attempting to arrive at an alphabet for the sake of fixed pronunciation and enunciation

E. The Eclectic Method—incorporating the best features of all methods. This is popular today

F. The Reading Method—based on college requirements for a two-year course, which emphasized the ability to read with ease.

These methods described above have not met with too much success; because the schools have tried to attain the requirement aim as set down by colleges.

It has been realized that today's high school must prepare its students to meet life directly because of their diversities of background and purpose. Thus has been recommended a general language course with a two-fold aim—1. to entice good students into the courses and 2. to discourage poor (mentally) students—to serve as a forecast for language abilities.

The typical course would stress the following: 1. background of the language; 2. geography of the country; 3. culture of the people; 4. grammatical structure; 5. elementary vocabulary; 6. number of people speaking the language; 7. relation of the language to the English language; 8. the habits and customs of the people using the language; 9. emphasis on the idiomatic patterns of thinking. In other words, a study of a general language would take care of those pupils who are not capable of attending college.

A description and the results of the Army Specialized Training Program was given by Professor Mor-

gan. This course was instituted to solve the problem of preparing a large number of people in as short a time as possible for foreign service. These are the outstanding traits of the course: 1. small classes (10 per class); 2. courses intensive (15 to 20 class hours per week); 3. emphasis on conversation (grammar, if necessary for comprehension); 4. native informants (persons to answer students' questions asked in the language); 5. records (listening to phonograph recordings for practice in the absence of the instructor—laboratory period.

The result, it is felt, will determine the post-war method of language teaching. A discussion on the part of colleges has resulted in numerous reports, the most widely known—that of the Harvard Committee, who attempted to set down the aims of general education as different from those of special education. This committee's findings are concerned with two groups: 1. the Jacksonians—boys not capable of doing college work, who should be prepared to take their place in society as artisans, skilled workers, etc., after high school graduation. He should be equipped: 1. to think effectively; 2. communicate ideas; 3. make relevant judgments; 4. discriminate between values. Foreign languages are not recommended—if so—only to illuminate the pupil's English. The second group is made up of the Jeffersonians, who are found capable of mastering the modern languages through the general language course. He should be encouraged to study the languages intensively.

Other institutions making reports were Yale, Iowa and Princeton, whose reports were just the opposite to the Harvard report. Theirs called for longer and more intensive study for the incapables as well as the capables.

The 1:30 meeting, in the same place, was given over to discussions on the part of the ten (10) foreign

language teachers attending the section.

The questions: 1. "What shall be the role of modern foreign language in general education?" and 2. "Shall we still include general language in our course or shall we increase the time?" brought forth these answers to one and two respectively: 1. A general language course should be included in the curriculum to determine the pupil's ability to master the language. 2. The time for the study of the foreign language should be increased; for the pupil begins the study of the language too late in his school career to really get worth while results.

### BUSINESS PRINCIPLES UNDERGIRDING DEMOCRACY

(Continued from page 12)

building of our agricultural, industrial and commercial economy. They have been so close to it and so hard pressed by it until the foundation of it, **business, business and more business**, has hardly been discovered. What we need to do now is to take a good look at the economic "monstrosity" we have helped to build. The thing that has made paupers millionaires, the rich richer and the poor poorer, comparatively speaking. For proper evaluation, however, we must recognize that the whole American population has attained a higher standard of living in recent years than ever before and relatively speaking there are only a few people in the United States as destitute as teeming millions in many foreign countries.

While casting about for a subject for discussion on this your anniversary, my mind settled on the thought, "Business Principles Undergirding Democracy." I thought about the vast sums of money involved in the operation of our local, state and national government. I thought about the business involved in the management of all of this money. I thought about the budgeting, the bookkeeping, the accounting and the auditing involved, and then I thought about the people on the payrolls of all of these governmental units; and then I remembered that nine million Negroes in thirteen southern states, constituting approximately

25% of the total population in these states, held probably less than 2% of these jobs.

I invite your attention to Public Finances during the year before and the third war year. Municipal, county, state, and Federal governmental operations in the United States of America constitute the biggest business establishment in the world. The following statistics indicate the magnitude of money and personnel:

During the year 1941—Revenues of local and state governments amounted to 9 billion 425 million dollars and Federal revenues amounted to 7 billion 700 million dollars or a combined total of 17 billion 125 million dollars; while the expenditures for local and state operations were 9 billion 138 million dollars and Federal expenses were 13 billion 862 million dollars or a combined total of 23 billion dollars.

During the year 1944—Revenues of local and state governments amounted to 10 billion 133 million dollars and Federal revenues amounted to 43 billion 608 million dollars or a combined total of 53 billion 741 million dollars; while the expenditures for local and state operations were 8 billion 293 million dollars and Federal expenses were 95 billion 129 million dollars or a combined total of 103 billion 422 million dollars.

During the year 1941 — there were 3,193,000 local and state employees and 1,303,000 Federal employees or a combined total of 4,496,000 employees, not including 1,714,000 members of the armed forces.

During the year 1944—there were 3,041,000 local and state employees and 2,901,000 Federal employees or a combined total of 5,942,000 employees, not including 11,375,000 members of the armed forces.

Now suppose we examine the financial records of North Carolina as to total revenues and expenditures. In 1943 our state received from all sources \$110,800,000.00, state sales tax and expended \$71,500,000.00 including \$38,000,000.00 for public education. Expenditures in 1943 were lower than normal

due to the war emergency, especially on highway maintenance and constructions, for out of an income of \$30,900,000.00 from gasoline tax and motor vehicle license tax, only \$10,600,000.00 was expended on the state's highways. In addition to revenue of the state, the 100 counties have large annual income and disbursements. For 1942 these counties received \$32,000,000.00 and expended \$25,800,000.00. Figures on the income of the cities of North Carolina were not available at the time of research for this discussion; however, based on statistics for the principal cities of the United States, it is estimated that an additional sum of \$65,000,000.00 was received by North Carolina cities during 1943 making the combined annual income of cities, counties and the state governmental operations of approximately \$200,000,000.00.

My purpose for presenting these figures on local, state and national income and disbursements, also the number of employees, is to emphasize the money value of governmental operations and the vast importance of the occupational opportunities involved, and to urge that Negro leaders include in their thinking and planning ways and means of leading Negro masses into a broader and fuller appreciation of the economic forces about us and through the process of education and the intelligent use of the ballot in both local and national elections, help Negroes press for equitable participation in local, state and national affairs. North Carolina Negro teachers have fought for and achieved this participation for themselves. They did not wage the fight alone.

If Negro teachers, preachers, lawyers, doctors and laymen both in urban and rural areas of our state and nation will follow the example of a few men and women who have made themselves immortal in their respective communities, a wave of progress will be started at the very roots of the problem. With your indulgence I am citing a few cases which, in my opinion, are worthy examples.

One example is Mr. S. P. Dean,

principal of the Tyrrell County Training School, located in the extreme eastern section of North Carolina. Evaluation of community progress is based on both the original depths and the present heights of living standards. The history of the achievements of the Negroes of Tyrrell County under the leadership of Mr. Dean is indeed marvelous. It is concrete evidence of the possibilities for improvement of rural life of people in even the remotest areas of the state and nation. On casting his lot with the 2,011 Negroes of Tyrrell County as principal of their County Training School, Mr. Dean soon found that their economic plight was as desperate as their educational needs. Like any educator with real leadership qualities, he postponed his studies for a master's degree in education and dedicated his thought, time and energy in planning, and with the cooperation of parents and students, developed a program of economic and social improvements throughout the county, with the greatly improved Training School facilities as headquarters. With a cooperative project known as the "Light of Tyrrell Credit Union" as the motivating force, during a period of seven years, Mr. Dean has led his people from the quagmire of economic degradation, victimized by the loan sharks, to the highways of healthier and happier living. Once more cooperative effort has proved its intrinsic value. Through cooperative labor the lowlands have been drained and marshes filled in. Through cooperative saw-milling lumber has been made available for building better homes. Through cooperative marketing more and better crops have been raised. Through cooperative retailing better living standards are maintained. Through cooperative medical care facilities better health prevails. The "Light of Tyrrell Credit Union" has not only run the loan sharks out of business in that area, but its success as well as the success of the several other cooperative projects of which the Credit Union is the parent, is, in the opinion of observers, one of the reasons for the substantial grants recently

made by the Filene Fund and other foundations for the promotion of credit unions among Negroes in North Carolina. Mr. Dean has contributed to the self respect and independence of the Negroes of Tyrrell County and it is certain that the respect of the 3500 white people of the county for Negroes has been advanced.

Another is Mr. S. C. Anderson, director of vocational training at the Pender County Training School with 800 students located at Rocky Point, North Carolina. Mr. Anderson is a native of Virginia and a graduate of Hampton Institute. For 26 years he has labored with the boys and girls at Pender County Training School and the adults of the Community. Beginning with a furniture repair project in the school workshop and with initial funds bequeathed by a wealthy citizen, the late Dr. Pender Porter, who became interested in the original project, the community has been converted into a comparative "paradise" with 160 modern homes constructed by student and adult labor under the supervision of Mr. Anderson. Each home site has been beautified with green lawns, flowers, hedges and shrubbery. The high school girls of this community are not neglecting their opportunity to contribute to better living. With the aid of courses in home economics and home beautification, they are keeping these modern homes attractive on the inside while their male companions are keeping them attractive on the outside. The achievements of Negroes in the Pender County Training School Community are a challenge to Negroes in every high school community in the southland, both rural and urban.

And still another is Dr. T. R. M. Howard of Mound Bayou, Mississippi, whose achievements have become the subject of feature articles in current issues of newspapers and magazines. He is 34 years old and a native of Murray, Kentucky. Befriended at the age of 12 by one of those saintly small town Kentucky physicians, young Howard was able to earn a bachelor's degree from Union College, Lincoln,

Nebraska, his medical degree from the College of Medical Evangelist, Los Angeles, California and did post-graduate work at Mayo Clinic. Before assuming his duties as chief surgeon of Taborian Hospital four years ago, Dr. Howard was practicing in Nashville, Tennessee, where he was also visiting surgeon at George W. Hubbard Hospital. Aside from his work at the hospital, Dr. Howard has extended his work habits into every avenue of community betterment in and around Mound Bayou. On his 320 acre farm he raises white Plymouth Rock chickens by the thousands, Poland China hogs, Holstein and Guernsey cows and owns five registered Tennessee walking horses. Members of the senior class of both Negro and white agriculture colleges of Mississippi count it a privilege to visit the farm of Dr. Howard as a part of their formal training. With the support of both colored and white people Dr. Howard has developed a community park at a cost of approximately \$40,000 with the only swimming pool in the state owned for Negroes; and a small zoo containing monkeys and talking parrots. A low-cost housing project consisting of eight homes with modern conveniences laid out on a community plan so that each family enjoys a type of cooperative living, completes Dr. Howard's achievements to date. He is in thought and deed a medical missionary who decided to first demonstrate his leadership qualities in the home field before going to help African natives in the foreign field and he is lifting as he climbs. Under his leadership, Mound Bayou and Bolivar County, Mississippi, are rapidly becoming one of the prized communities of the south.

There are many other examples worthy of mentioning in this discussion; however, the three cited above illustrate the possibilities and opportunities Negroes have of getting at the roots of the number one problem of our race known and recognized by all, who dare to think, as purely an economic problem, but nicknamed the "Negro race problem" by demagogues who defame Democracy.

# A Fight to the Finish

*Released from the Public Relations Department, National Foundation for*

*Infantile Paralysis, Inc., through CHARLES H. BYNUM, Assistant Director*

"If polio strikes, who's going to take care of my child?"

Every year that question rings in the ears of doctors in small towns, in large cities, rural areas and industrial centers. A child has polio. It may never walk again. Who will pay the doctor and the hospital in this most expensive of human ills?

The answer to the American people is: THE MARCH OF DIMES.

There is in this country but one disease the victims of which are sure of proper care from the moment they are stricken until maximum recovery is assured. That is poliomyelitis, or, as it is usually called, infantile paralysis.

"No victim of poliomyelities—regardless of age, race, creed or color—shall be deprived of care and treatment for want of money."

This is a direct pledge, the pledge of the National Foundation for Infantile Paralysis, founded by the late President Roosevelt to "lead, direct and unify" the fight against the Great Crippler.

Actually the war against polio is fought on two fronts: locally, where the disease strikes, and nationally, through a broad network of research projects.

Half the contributions to the March of Dimes remain with local Foundation chapters for care and treatment of patients. The other half goes to the national office for research, public education, professional training, and emergency aid in epidemics.

Infantile paralysis is one of the most expensive diseases known to medicine. Few family purses can withstand the strain of prolonged

care and treatment. It is the job of the Foundation's chapters to see that no family is inconvenienced financially by hospital and doctor bills while the victim is under treatment.

Suppose, however, that an epidemic occurs. It is highly likely that no chapter can then meet all expenses. The National office sends funds to make up the difference. In the past two years, the Foundation's national office has advanced more than \$3,000,000 to chapters through the country.

In addition to paying doctor and hospital bills and buying appliances for patients, chapters sometimes purchase equipment for hospitals. Very few hospitals in the country are equipped to treat polio patients. Chapters are authorized to equip polio wards in any general hospital which will provide space.

But the real hope for final victory, of course, lies in research.

Polio is caused by a virus, an organism so small that several million could be squeezed on the head of a pin. This virus destroys nerve cells in the spinal cord. Nerve cells, once destroyed, can never be replaced. There is no known preventive or cure.

More than three-fourths of those attacked by infantile paralysis in this country each year are under 15 years of age. At least half are under 10. Generally, more boys than girls are attacked.

In the nine years of its existence, the National Foundation for Infantile Paralysis has disbursed more than \$11,000,000 for research and education. It is currently sponsoring projects in 75 universities, hospitals and other institutions—seek-

ing to unravel one of the most baffling mysteries of medical science.

All these things—research, public education, care and treatment, purchase of equipment for hospitals—are made possible by the American people through the annual March of Dimes, January 15-30.

They believe, with the late President Roosevelt, that:

"Not until we have removed the shadow of the Crippler from the future of every child can we furl the flags of battle and still the trumpets of attack. The fight against infantile paralysis is a fight to the finish and the terms are unconditional surrender."

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## MEMBERSHIP ROLL CORRECTIONS

### Franklin County (Omission)

#### District No. 6 (100%)

Mr. C. C. Jones, Mrs. A. J. Hamlin, Miss Geneva E. Perry, Mrs. Virginia H. Ricks, Miss Alice Taylor, Mrs. Annie Rattley, Mrs. Queen E. Day, Mrs. Annie L. Holden.

### Harnett County

Due to an unfortunate oversight we failed to state in October that the Harnett County Association was enrolled 100% for the 1945-46 membership year.

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## SPECIAL NOTE

Those teachers interested in dividing the Dept. of English and History Teachers into Dept's. of Social Science and English please correspond with Mr. H. T. Johnson, Washington H. S., Raleigh.

1898



1947

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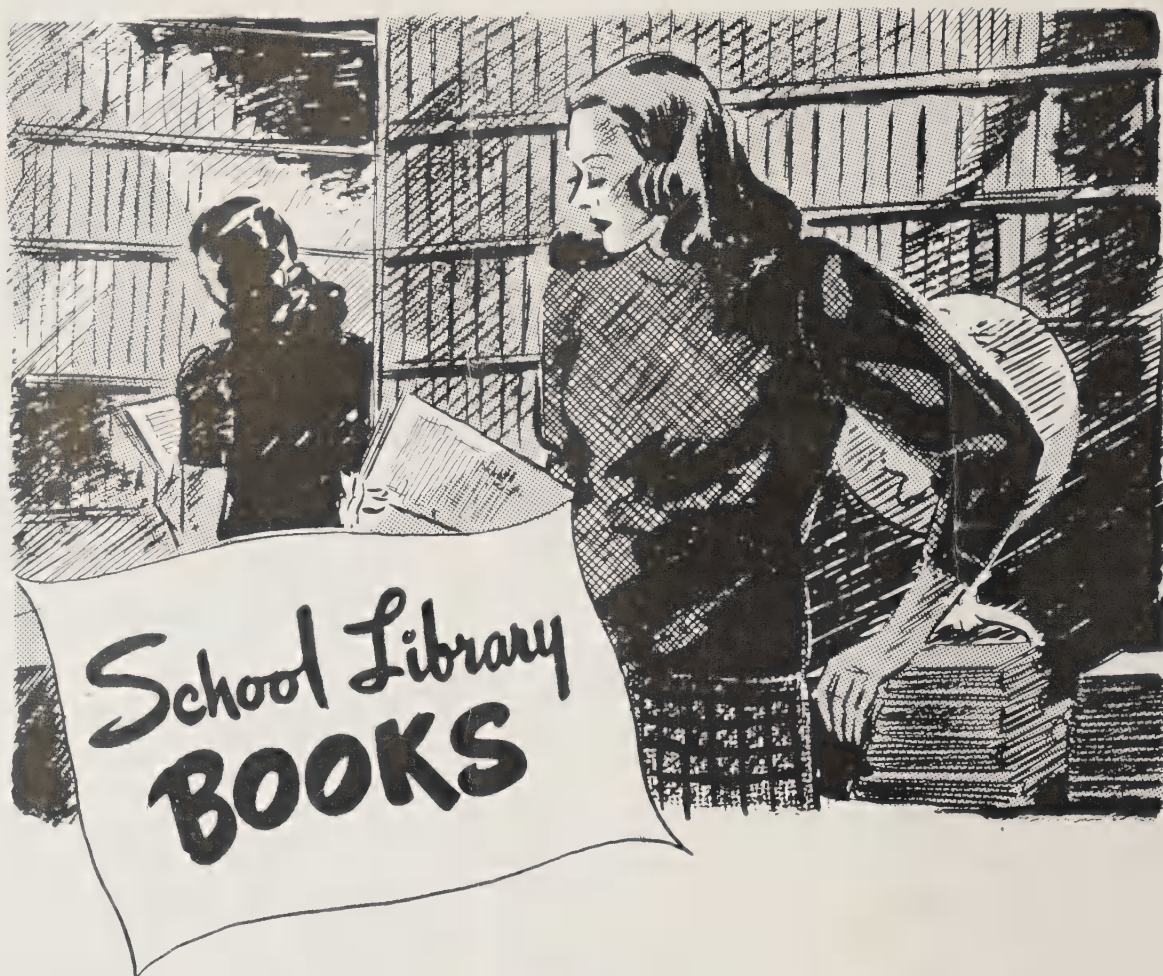
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**THE NORTH CAROLINA EDUCATION ASSOCIATION**

23705  
Volume XVIII  
Number 2

MEMBERSHIP OVER 6,400

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March  
1947

# North Carolina Teachers Record

*Official Publication of the North Carolina Teachers Association*



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(Story on Page 1)

*Published in January, March, May and October, by the*  
**NORTH CAROLINA TEACHERS ASSOCIATION**  
115 E. Hargett Street, Raleigh, N. C.

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**NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., APRIL 3RD, 4TH, & 5TH, 1947.**

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OFFICIAL PUBLICATION of the NORTH CAROLINA TEACHERS ASSOCIATION

VOLUME XVIII

MARCH, 1947

NUMBER 2

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# Story of a Building Project

**I**N the Executive Committee sessions of the NCTA during the school year 1942-43 discussion arose repeatedly of the possibility of the Association acquiring a home office site and a building of its own in the capital city of North Carolina. By the time of the 1943 Annual Convention some leaders of the Association were ready for beginning action toward making such a project a reality. The funds of the Association were accumulating in excess of five thousand dollars above current operating expenses and the return from savings accounts and war bonds did not seem to be sufficient to justify investing all the surplus in these ways. There was much discussion of a move toward a better paying investment of the Association's surpluses but no action was recorded in the Convention of 1943.

It was at the 1943 meeting that Dr. G. E. Davis asked to be retired from duty as executive secretary. In the choice of his successor the leaders of the Association were concerned with securing the services of a young and energetic person who could lead the way in ambitious undertakings such as the contemplated home office project. Mr. H. M. Holmes, then principal of Orange County Training School, was elected to succeed Dr. Davis but his acceptance was held in abeyance due to some technical details not fully adjusted before his election. No satisfactory adjustment was finally reached and Mr. Holmes finally decided to remain as principal at Chapel Hill. Dr. Davis, according to agreement, continued to serve as Executive Secretary but his advanced years would not permit him to engage in additional activities beyond the accustomed tasks of the office. Therefore, the matter of the building project remained in the discussion stage until the Convention of 1944.

At the business session of the 1944 Convention a motion by Mr. J. T. Taylor "That the Executive Committee be authorized to set up a sinking fund as of 1945 of \$1,000.00 annually designated for the purchase of a home for the

North Carolina Teachers Association" <sup>1</sup> was passed. This fund was set up in a special savings account deposited with the Raleigh branch of the Mechanics and Farmers Bank. Deposits were entered in 1945 and 1946 as ordered. The deposit which would have been made to this account in 1947 became subject to new procedure the development of which will be related in the further telling of the story of this project.

The 64th Annual Convention of the Association in 1945 was restricted by war-time travel limitations and only the constitutional officers of the body were in attendance, except for local residents of the Raleigh commuting area. This Convention did not deal with problems of expansion but concerned itself chiefly with routine operation of already established programs and maintenance of full membership. Dr. H. L. Trigg was elected president at the 1945 meeting and Mr. J. T. Taylor became vice president.

Dr. Trigg resigned the presidency as of January 1, 1946 to accept a position with the Southern Regional Council in Atlanta, Ga., and Mr. Taylor succeeded to the presidency. Now we had the moving spirit behind the move to acquire a home office in the position as the Association's chief executive. Two ideas involving real property of interest to the Association were before the body and President Taylor began with his plans for implementing procedures to deal properly with both ideas.

The "Hammocks" estate in Onslow County had been offered to the educators serving schools for colored youth in North Carolina and although the NCTA was only to share the trusteeship, leadership in planning the proper acquisition of the property became one of the duties of the Association's presiding officer. Dr. Trigg had this leadership well established when he left the office. Mr. Taylor continued his work and began also on his own plan for moving in the direction of acquiring a home office for the Association.

In a special message to the teachers published in the March, 1946 issue of the NORTH CAROLINA TEACHERS RECORD, Mr. Taylor proposed "That the Negro teachers of North Carolina build a permanent home in Raleigh, North Carolina. It is my proposal that we build this home within the next two years." <sup>2</sup> In this message also Mr. Taylor promised to set forth in detail at the Convention in April following plans in detail for building such a home. What plans were entered upon were conditioned by war-time exigencies as will be seen in the following account of activities engaged in by the officers assisting the president.

Early in the Spring of 1946 President Taylor instructed the Executive Secretary to look for prospective building sites in Raleigh and to get appraisals on good locations. The prevailing idea here was to be prepared to recommend several alternate sites to the Convention in April with the view to having the purchase of a chosen site authorized. Several sites were investigated. Many desirable sites were not for sale. The prices of all sites which were favorably located were much inflated. By the time of the meeting of the Convention no completely satisfactory site had been found available except one on which a building already stood. The sites and their approximate prices were checked with several leaders of the Association who concurred in the judgment of the Executive Secretary. The site of the Lightner Building was next to another adjoining lot under investigation when the Convention met. No consideration of the Lightner Building had been made prior to the Convention because of the plan to acquire the adjoining lot and part of the lot on which the Lightner Building stands. When this adjoining lot was found not to be for sale, the other site with the building already on it was next investigated. Meantime plans reported to the convention could not be final and conclusive.

Following the President's Annual Address to the 65th Annual Convention in which the recom-

<sup>1</sup> Proceedings of the 63rd Annual Meeting of the NCTA, N. C. Teachers Record, May, 1944, page 11.

<sup>2</sup> N. C. Teachers Record, March 1946, page 3.

mentation was made that membership dues be increased to make possible the acquisition of a home office the report of the Executive Committee carried the recommendation that the dues be raised from \$1.50 to \$2.50. This recommendation was passed by the Convention. Another recommendation passed by the body was "that the President and Executive Committee be authorized to purchase a building site when a desirable location is found and that they proceed with building construction as soon as building materials and labor are available."<sup>3</sup>

The search for a desirable site was ordered continued and a meeting of the Executive Committee set for May 18th to consider findings on this item along with other routine matters. In the interim the owners of the site and building located on East Hargett Street, 123-129 and known as the Lightner Building proposed selling the property to the Association. This matter was discussed briefly, a committee appointed to make a brief inspection of the property, and it was agreed that the President and Executive Secretary would get detailed information on terms of purchase to be considered. Officials of the North Carolina Mutual Life Insurance Company reported to the President that the property could be sold for \$55,000.00 including the 52½x120 foot parking lot in the rear of the building. The Executive Secretary was instructed to poll the Executive Committee on the proposition. The poll resulted in twelve of the fourteen members of the committee voting to purchase the property, one voting against the proposition, and one not voting on account of serious illness.<sup>4</sup>

Another meeting of the Executive Committee was called for May 25th to act on the results of the poll. In this meeting the following resolution was adopted:

"Whereas, the North Carolina Teachers Association in convention assembled, did on May 20, 1946, authorize the President and Executive Committee to purchase a building site when a desirable location is found and that they pro-

ceed with building construction as soon as building materials and labor are available.' *Be It Resolved:* That the site and building located on East Hargett Street, numbered 123 to 129 and known as the Lightner Building, be purchased as a site and that the construction of the present building be utilized in lieu of new construction." A motion was carried that the president appoint a board of trustees for the building to be secured whose term of office should be as long as the life of any mortgage on the property. The following were appointed to the board of trustees: J. E. Grigsby, J. A. Tarpley, E. M. Barnes, Mrs. Mary C. Holliday, Mrs. Bessie S. Wilder, Miss Almira Kennedy, W. L. Greene, H. S. Davis, and J. T. Taylor.<sup>5</sup>

No commitment was arrived at during the May 25th meeting of the Executive Committee as to the time when the purchase of the property would be executed. The President agreed to follow through with negotiations as to terms of interest and other matters involved in getting title to the property. The opinion of some of the members of the committee was that the agreement to purchase would hold the property in abeyance until the 1947 Convention. Later the President found out that the purchase would have to be effected in 1946 to make sure the property would not be offered in the open real estate market with the probability of a rise in price and a loss of the site to the association and others interested in keeping the site in the hands of our own people. It became necessary, therefore, to effect the purchase as of October 1st, 1946. Terms of purchase finally arrived at called for a down payment of \$10,000.00 and a mortgage running 11 years at five per cent plus incidental costs of transferring the property and its lawful appurtenances. Terms of the mortgage called for payment of \$443.91 monthly beginning November 1, 1946 to retire a balance due of \$45,000.00.

The initial outlay for getting possession of the property, down payment plus incidental costs, amounted to \$11,023.31. A check in this amount was authorized October 26, 1946. Payments on the

mortgage began as of November 1, 1946 and a new era in the affairs of the Association was under way at last. Letters from the President to members of the Association were mailed to all whose addresses were available in December explaining the uses to which the building might be put and the plan he had conceived for financing the renovation of the property for this purpose. A later letter to leaders of the Association followed in January in furtherance of this plan. The feature picture on the front cover of this issue of THE RECORD is that of the future home of the North Carolina Teachers Association.



DR. D. J. ROSE, guest speaker for first general session.



DR. ARTHUR P. DAVIS, guest speaker for second general session.

(See Page 8)

<sup>3</sup> N. C. Teachers Record, May, 1946, page 10.

<sup>4</sup> Minutes of the Executive Committee meeting, May 25, 1946.

<sup>5</sup> Ibid.

# The Cooperative Study Group

## Third Report

By MARCELLUS C. MILLER, Coordinator

(FOREWORD: The January, 1945 and January, 1946 copies of the NORTH CAROLINA TEACHERS RECORD carry detail reports of the nature and method of the "Cooperative Study Group." The notes that follow were recorded from the experiences of the group in Chicago during the summer of 1946. The Chicago trip was the first for the group outside of the state of New York. The two illustrations are photographs of two pen sketches inspired by these experiences.

In addition to the persons listed below the group is greatly indebted to others for help with the project:

Miss Madlyn G. Williams, a former counselor of the group, now a graduate student of Howard University, for plans and advice.

Miss Hannah S. Bogle, a former counselor of the group, an instructor at Eastman, for advice and plans during the regular school term.

Dr. Ellis O. Knox, Howard University Department of Education, for advice and encouragement.

Mr. Miller S. Collins, 47th Street Employment Office, Chicago, Illinois, for employment service.

Mr. E. W. LaTourette, Manager of Underwood Chicago Division, for work and study opportunities.

Mr. A. N. Hoskinson, Underwood Service School, for advice and aid in gathering information.

Mr. L. Lewn, J. K. Hammerman Company, Chicago, for providing work and study opportunities.)



South Chicago at Cottage Grove and 47th Street

MARCELLUS C. MILLER  
Counselor

Dillard High School  
Goldsboro, N. C.

VELMA JOHNSON EASTMAN  
Enfield, N. C.

THEOPHILUS MANLEY EASTMAN  
Enfield, N. C.

Our party composed of a young woman, a young man and their instructor, arrived in Chicago last Sunday. The young people are sixteen-year-olds. The purpose of the Chicago trip is to work and study during the summer, and to save funds to continue the formal education of these youngsters in the Fall. We desire to learn of life in the raw.

Chicago's Sunday papers filled their headlines with the recent controversy over the corruptness of the city's school system. A board member resigned—a citizen committee asked Mayor Kelly to permit the formation of a new school board—the citizens rejected Mayor Kelly's first choice after the resignation of Superintendent Johnson—the fight goes on—the people are determined to have good education for their children. Here is handwriting on the wall!

We were told Sunday by friends in Chicago that no rooms are to be found in the crowded city. We secured temporary rooms Sunday and permanent rooms Monday.

Wednesday while walking down 47th Street the young lady and instructor saw a 16 or 17 year old boy attack a woman on the "stoop" of her apartment in the "broad open daylight." He tried to get her pocketbook. The lady fought him off before our eyes, and the young hoodlum disappeared in the alleys of the first street beyond the point of attack. This happened so quickly that we were not able to negotiate the distance of fifty feet that separated us in time to be of service to the lady.

The 47th Street Employment Office was crowded Tuesday and Wednesday. The

(Continued on Page 4)



# Miss Hannah

By MRS. NANNIE LEARY SYPHAX



MISS HANNAH, as she is affectionately called, may be seen daily moving up and down the streets of Charlotte, North Carolina. She was born in the small town of Lincolnton, N. C. Hannah was the third daughter of Mr. and Mrs. Randolph Hoke Stewart. Her full name is Hannah Guion Stewart. When Hannah was quite young her father decided to move to Charlotte in order to seek better opportunities for his family. Travelling by rail was not easy in those days. They moved in a boxcar, half of which was filled with their household goods and the other half used for passengers.

They established themselves in a home on Beatty's Ford Road, and the father worked at his trade of shoemaker. Life indoors began to tell on the father's health so the doctor advised him to move to a farm. The children loved their new home, and in particular Hannah. Blackberries were there in abundance and all kinds of fruits and vegetables for her to sell. When she grew large enough, Hannah helped her mother with the household chores, but she liked life outdoors best. One of the happiest times in Hannah's childhood was a "corn shuckin'." After the harvest, crowds of people would gather from miles around to "shuck corn." An immense pile of corn would be placed in a large field and men and women would compete for the title of "best corn shucker." When the shucking was over the women would scour a large wash pot and make a pot of chicken and dumplings to serve the group.

Mother Elsie and the children thrived, but the father's health became steadily worse. He did not live long after moving to the farm. Mother Elsie was left to care for the family which had now increased to five. She was brave and tried to farm as best she could. After the father had been dead for some years, Hannah's mother married again and returned to town. Hannah was sent to live with her



Miss Hannah Stewart, ■ Teacher for forty-five years in Charlotte, N. C., and a unique character in the life of the community.

mother's sister, Mrs. Maria Harris, at Salisbury, North Carolina. Mrs. Harris was a quiet, gentle, refined woman whose husband taught at Livingstone College, later to become a Bishop in the American Methodist Episcopal Zion denomination.

While living with them Hannah became inspired to become a teacher, so entered Livingstone College to begin her preparation. After putting in the required time, she graduated, her class being the first from the school. She secured a position in the Mecklenburg County schools and taught for a number of years, then was elected to teach in Charlotte. Hannah taught in the old rambling structure known as Myers St. School, with Mrs. Isabella B. Wyche. Later she taught in Second Ward High School.

Miss Hannah taught for 45 years. On retirement in 1943, she was given an ovation at Second Ward High School. The faculty and friends presented her a beautiful silver platter. The State wrote her a letter which she treasures, and thanked her for her excellent service rendered the State and its children.

Many young men and women are proud to point to Miss Hannah, as

the one who inspired them to attend school and furnished the funds for them to stay there. She is a person who has worked hard, saved, would often deny herself the gratification of personal desires, and then use the money to help someone.

In the community Miss Hannah has been equally helpful. She has never married, has no children of her own, but proved herself a mother for many children who needed someone's love and care.

All through Miss Hannah's life she has been thrifty, and has acquired considerable property to help sustain herself in her elderly years.

Here is a person who has proven herself a lighthouse for scores of humanity, who needed a beacon to guide them into a safe harbor.

## THE COOPERATIVE STUDY GROUP

(Continued from Page 3)

interviewers were very interested in the young people in our group and made many contacts in an effort to place them on suitable jobs. We were getting familiar with movement around the city and from this point we made our own contacts for employment. By Thursday we had made suitable contacts and had landed the young people in suitable work. The young lady works as a File Clerk in a large merchandise firm and the young man works in the shipping department of a fruit company. These jobs are near the firm at which the instructor is employed.

The landlady at our apartment informed us that there could be no monopoly of the bath room, no late burning of lights, no late walking in the rooms, no wholesale visits of guests, no special room service and no late telephone calls! After understanding our mission she has added a special cabinet in our room for clothes, placed new curtains at the windows, given us special keys to the apartment, cleaned our room, and given us two additional chairs!

The University of Chicago has captured our fancy! DePaul University, Chicago Institute of Technology, Gregg College, Chicago School of Music and other schools that we have visited are real opportunities for improvement.

During the week rain fell almost every day. We had to choose between getting rain coats and remaining indoors. We bought light rain coats!

# Future Teachers for Agriculture

By C. E. DEAN

A. and T. College, Greensboro, N. C.



**W**HAT about selecting some individuals who are to become future teachers of agriculture in our high schools and agricultural colleges?

During the war many of the strongest and best young men were called to arms and to the war industries which meant that the teacher training institutions were forced to accept persons who were physically and mentally weak as candidates for teachers.

This caused a large number of persons to be trained and placed in positions as teachers who did not measure up to begin with. The writer is conscious of the fact that after 17 years of experience as a teacher trainer in a teacher training institution that no final rule can be followed to the letter in selecting men for this field, however, some methods that produce results must be followed, methods that will continue to improve our teaching forces, or we can expect the teaching field to become filled with men of no vision and when there is no vision the people perish.

The writer in the past 17 years has trained scores of vocational agricultural teachers, county agents, district agents, state directors and deans of agricultural schools which has given him an opportunity to study a large number of persons from many angles. His experience leads to the belief that the individual needs to have some essential experience and qualifications to his credit to begin with.

Now what are some of the factors that may be considered in choosing men who are good investments for local, state and national governments to invest money in providing training opportunities for with the hope of developing first class high school and college teachers in the field of agriculture?

In the first place persons who have been farm reared should have the best possibilities when all other factors are equal. This does not mean necessarily that an individual

must have lived on a farm all of his life, but it does mean that the individual should have spent the greater part of his time since passing his tenth birthday connected with or on a farm that has been systematically handled by skilled persons.

One or two summers on the grandfather's farm just will not substitute for such experiences as references were made to in the first case. Persons who have been enrolled in vocational agriculture in high schools should be given preference if they show the proper growth and development, vocationally speaking. However, persons who have been enrollees in such a program without a well planned and carried out Supervised Farm Program are apt to be just as weak as those who have not been enrolled in this work. Some of these individuals have an attitude that they know what it is all about and few if any of these persons will be successful teachers. Persons who have been enrollees in the Vocational Agricultural Program who have not produced in a fair Supervised Farm Program have demonstrated that they are one talent persons, and persons having many talents are the kind who usually produce the goods.

The general scholarship level should not be over-looked. Persons who have made poor grades in school work in general and fair to poor grades in agriculture are frequently weak individuals. As a general rule the individuals who rank at least in the upper 40 per cent of the high school class or above, if possible, are the ones who develop into outstanding men. Frequently, if a student is good in his high school agriculture and weak in his other high school subjects he is apt to do just fair to poor work in general because he is most likely short on the tool subjects. Selection on the basis of apparent one-sided proficiency is not the solution in many cases and it is harmful to the agricultural program as well as to the persons.

Individuals who are not planning to remain in the field are always questionable individuals in the program of agricultural education. Many of the enrollees like to work but they are not rural minded; they talk agriculture but they practice city living. For the most efficient program the individual should be willing and anxious to work and live in the community in which he serves. The individual's influence who lives 10 to 15 miles from the people in some town or city will not have the weight of that of one living among the people.

To become a class "A" agricultural worker the individual needs to have faith in the program and the people and he must *know the way* by which the people are to travel for success. "Know the truth and the truth shall make you free." John 8:32. This is true in training present and prospective farmers. "The blind cannot lead the blind."

The individual should be conscious of the fact that there are available sufficient courses of instruction and knowledge to master any rural problem providing these courses are properly marshalled and used correctly. The individual who expects to become a successful teacher of agriculture, whether it be in the high school or college area, must be capable of discovering the problem, analyzing it, and summoning the right facts to produce results which will ultimately reveal the solution.

In conclusion, the men who become teachers should possess the following traits:

- (1) Farm reared or equivalent experience.
- (2) Possess successful vocational agricultural experience.
- (3) Accept teaching of agriculture as a vocation.
- (4) Rural minded and love for rural life.
- (5) Faith in the people and the program.
- (6) Possess a knowledge and feeling that any rural problem can be solved with the proper facts properly applied.

# Resolutions of N. C. Congress Colored Parents and Teachers, November 1946

*Whereas*, the N.C.C.C.P.T. in its meeting at the Washington High School, Raleigh, N. C., November 29-30, 1946 have come face to face with the many pressing requirements and responsibilities which confront our people in their effort to Build a New World for Children through Parent Education; and

*Whereas*, the building of a new world through education must begin in the local community, in the home, in the school, in the church; and

*Whereas*, the home, school and church are unable to meet the demands of child care, and growth and education unless they be equipped to administer to the needs of the children in health of body, or mind and of spirit; therefore,

*Be it resolved* that the Congress shall go on record as working for the following objectives:

1. More adequate building and equipments for all school children within the state and especially for Negro children who suffer most from the present over-crowded conditions in the classrooms, laboratories, libraries, etc.

2. The establishment throughout the state of more vocational training and shop work facilities to supplement the present set of ill-equipped shops in the best school communities and no shops in most other communities.

3. Establishment of equality of educational opportunities for all children throughout the state.

4. That schools throughout the state be mobilized into a great program for raising the deplorable health conditions existing in the state of North Carolina. That we endorse 100 per cent the Good Health Program of the State now being launched.

5. That all schools be provided with adequate lunch rooms, recreational facilities including gymnasiums, sanitary rest rooms and auditoriums.

6. That the program of consolidation of small schools which was begun several years ago shall be accelerated, and that adequate means of transportation be instituted for carrying students to and from school at public expense.

7. That the compulsory school attendance law be enforced throughout the state.

8. That salaries of all teachers supported by state funds be raised not less than 25 per cent to meet the inflationary rise in the cost of living, and also that salaries be made attractive enough to keep our good teachers from drifting into other fields of endeavor.

9. That the Executive Committee launch a program by which an active PTA may be organized in every school within the state and that every effort be made to have representatives of every association at the next meeting.

10. That greater responsibility for the equipment of schools, morale of the teachers and training of our children shall be assumed by the parents and the teachers and expressed through local PTA's. Working with principals and teachers, the organization should seek to represent the will of the people to the all-white boards of education.

11. That this Congress go on record as strongly urging the appointment or election of at least one qualified Negro person to the board of education of every community throughout the state.

12. That this Congress seek the appointment of an attendance officer in every school community, and that the local school attendance officers and law enforcement authorities cooperate to the end that better school attendance may be attained.

13. That this Congress shall elect a committee on Legislation whose duties shall be to keep informed on state laws regarding

public education, be a source of information for local PTA's and serve as lobbyists for the future enactment of needed laws within the state regarding education.

14. That this Congress shall go on record as approving and supporting current efforts whose ends are the establishment of a state institution for feeble-minded Negro children.

15. That this Congress go on record as strongly urging the appointment of a supervisor of schools in every administrative school unit where needed within the state.

16. That the Executive Committee shall use every power at its command to see that these resolutions shall become effective in the interest of better education, more democracy; to the end that a better world may be established for all people, especially children and youth.

17. That these resolutions be given ample publicity through the *TEACHERS RECORD*, and state and daily, as well as weekly newspapers.

18. That the North Carolina Congress of Colored Parents and Teachers express its heartfelt thanks to the principal, teachers and parents of Washington High School, and to the people of Raleigh for their genuine hospitality which they have shown us during our meeting here.

Respectfully submitted,

MRS. M. P. MOULTRIE,  
Burlington

MR. HENRY MARTIN,  
Warsaw

MRS. R. E. RANSOM,  
Warrenton

C. E. BOULWARE,  
*Chairman*

# North Carolina High School Drama Association

STRIVES FOR MAXIMUM PARTICIPATION OF SCHOOLS

By MISS ALMIRA J. KENNEDY  
Secretary, Cooper High School, Clayton, N. C.



IN view of the fact that we, the members of the Drama Societies of the High Schools of North Carolina should desire to increase our interest and skill in our art and should desire to grasp every opportunity to afford our students experiences and contacts in the dramatic arts, efforts are being made by the N. C. Drama Association to get more schools than ever to participate in the festivals.

Five Districts have been organized to cover all counties. They are: Rocky Mount, Mrs. Mabel Lenhardt, chairman; Fayetteville, Mrs. C. H. McLendon, chairman; Asheville, Mrs. A. P. Toliver, chairman; Greensboro, Mrs. B. J. Wells, chairman; and Charlotte, Mr. C. B. Blake, chairman.

Here are the rules that shall govern the preliminary and final festivals:

1. All students participating must be regularly enrolled in the schools they represent and must be in regular daily attendance at the time of the festival.

2. Any one-act play with a playing time of not more than *forty-five minutes* may be entered in the festival.

3. The district preliminaries shall be held at least two weeks before the finals.

4. A critic judge of sound reputation shall be secured for the district festival and state festival

from the list prepared by the Executive Committee. The critic judges shall name the A-1 plays to be presented at the finals, name the best actor and actress and will analyze the plays for the benefit of casts and directors. A person who serves as judge for a district festival may not serve as judge for the finals of that year.

5. A copy of "The Best Plays of the Year" by Burns Mantle shall be given each school participating in the finals.

6. The expenses of the district judges shall be paid from the receipts of the host schools. The critic judge for the finals shall be paid by the association. The participating schools shall defray their own expenses to the district and final festivals.

7. A school is not eligible to participate in the State festival unless it has participated in the district festival and has been named by the critic judge to appear in the State festival.

8. The same play presented in the district festival must be presented at the State festival. No play is eligible for repetition by the same group in the festivals for two consecutive years.

9. Registration blanks must be returned to the host school on or before the date specified on the blank.

10. Each director will be responsible for furnishing all portable properties necessary for his play.

11. Members of the playing casts, directors and other assistants connected directly with the production will be given free admission to all plays at the preliminaries and at the finals. A small admission fee may be charged all other persons by the host schools. The host schools should publish and send to all directors participating in the preliminaries a financial report of the receipts and disbursements incident to the holding of the preliminaries.

12. The host school shall decide the schedule of placement of schools on program in the preliminaries and in the finals.

13. A school shall be declared ineligible to appear if its director and cast have not reported present at the building at least 45 minutes prior to the time for its production to begin. A school shall be declared ineligible to appear if its cast failed to appear on the stage in presentation of its play within ten minutes after the director had been notified by the executive secretary or district executive secretary to begin with its production.

Officers of the N.C.D.A. are: Miss Elizabeth Schmoke, West Charlotte High School, president; Mrs. M. D. Williams, Raleigh, N. C., vice president; Miss Almira J. Kennedy, Cooper High School, Clayton, N. C., secretary; Mr. H. J. Johnson, Washington High School, Raleigh, N. C., treasurer; Mrs. E. H. Thomas, Shaw University, Raleigh, N. C., executive secretary.

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# North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA TEACHERS ASSOCIATION

Published in January, March, May, and October by  
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W. L. GREENE . . . . . Editor

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VOLUME XVIII . . . . . MARCH, 1947 . . . . . NUMBER 2

## THE SIXTY-SIXTH ANNUAL CONVENTION

The public sessions of the convention will be featured by prominent speakers who will highlight the theme, "Educating Youth for an Intercultural and Technological World." Thursday evening will feature Dr. D. J. Rose, president of the American School Board Association, a native of North Carolina and progressive leader in his own community. Friday evening will bring an address by Dr. Arthur P. Davis, English professor at Howard University and popular columnist for a leading national weekly newspaper. Departments will also bring in prominent speakers including Dr. M. J. Whitehead of Howard University, Dr. Wm. S. Gray of Chicago University, and Dr. Roy W. Morrison of the University of North Carolina. Other prominent consultants will be on department programs throughout Friday.

### CONVENTION HOUSING A MAJOR PROBLEM

—Although the RECORD will be received by most of us shortly before the convention, *everyone desiring satisfactory over-night accommodations should write to Miss Effie Yeargin, Chairman Housing Committee, Washington High School, Raleigh, N. C.* Since we are choosing Raleigh as our convention place, we must expect to deal in a business-like manner for whatever accommodations we get.

**NEW TIME AND ARRANGEMENT FOR ELECTIONS THIS YEAR**—At the last convention the constitution was amended to require election of officers on the morning of the second day of the convention. The Executive Committee has set the hours from 9:00

a.m. to 1:00 p.m. on Friday, April 4th, as the time for voting. Sample ballots with the report of the nominating committee will be posted at all meeting places Friday morning. Possession of a membership card and identification from the roster lists of members will entitle one to a ballot. Ballot boxes will be placed conveniently in booths for secret voting. Provisions for write-in candidates will be made on the official ballot under each office to which someone will be elected. The nominating committee this year has followed a tradition of the Association. Since usually the president and vice president are only elected every two years, the committee named just one candidate for each of these positions. Questions of eligibility were cleared with the Executive Committee. The write-in privilege applies to all offices in keeping with the traditional right to nominate from the floor guaranteed heretofore.

Candidates submitted by the nominating committee are: President, Mr. J. T. Taylor; Vice President, Mr. H. V. Brown; Recording Secretary, Mrs. Ida H. Duncan and Mrs. Elvira Daniels; Treasurer, Dr. H. S. Davis and Dr. N. H. Harris; Executive Committee (three to be elected), Mr. N. L. Cannady, Mrs. Nan White Scott, Mrs. Lucille Burton, Mr. Malcolm D. Williams, Mrs. M. B. Williams, and Mr. A. H. Anderson.

**HEADQUARTERS NOTES**—Registration headquarters will be established conveniently on Shaw University campus Thursday evening. Headquarters Friday will be in the Raleigh Municipal Auditorium. The same location used Thursday evening at Shaw will be headquarters again on Saturday morning. Directory service will be set up at headquarters. Section and department chairmen are urged to arrive Thursday to arrange for any special provisions they wish for their program sessions. Tentative arrangements will be already set up subject to such requested changes of meeting place as can be effected.

## LOCAL UNITS CONTRIBUTING TO BUILDING FUND

**COUNTY UNITS:** Bertie, Bladen, Chatham, Cleveland, Craven, Currituck, Cumberland, Durham, Edgecombe, Forsyth, Granville, Guilford, Harnett, Johnston (100 per cent), Jones, McDowell, Martin, Moore, Onslow, Pender, Perquimans, Pitt, Rutherford, Wake, Warren, Washington, Wayne, Wilkes, and Yadkin.

**CITY UNITS:** New Bern, Winston-Salem, Oxford, Charlotte, Greenville (100 per cent), Goldsboro (100 per cent), Tarboro (100 per cent), and Wilson.

Contributions to date, \$1,345.50.

# Restoration of the College Section

By JOHN W. PARKER

Fayetteville Teachers College

The "college section" of the State Teachers Association is too weak. It has lagged along and without much ceremony has become ineffective. I know some will say that I am in error, for the term "College Section" is still listed in the NORTH CAROLINA TEACHERS RECORD where one finds also a listing of the names of the officers of this segment of the Association. I quite agree, but just the same, the college section is far from be-

ing alive and on par with other sections.

There remains to us, then, one thing not to do and one thing to do. We must not set about to saddle the blame upon any one, two or even any dozen persons. No, not this at all, for obviously the blame rests squarely upon the shoulders of the whole crew of college teachers and administrators in the state of North Carolina.

What should be done? One thing.

Restore the college group to its rightful place beginning with the 1947 annual meeting. Make it issue number one. Work out an attractive program. Provide ample time for discussion. The stimulation that would result from such free exchange of ideas as regards our common administrative and classroom problems would be worth the pains not only for the sophomores with whom we work daily, but for at least some of what ails us as teachers.

## Playing Centers -- Western Division

### N. C. N. H. S. A. A.

Mr. T. B. Jeffers, Executive Secretary, Highland High School, Gastonia, N. C.

### HICKORY CENTER

Mr. J. R. Edelin, Center Secretary.

#### "A" Division

N. Wilkesboro High School.

#### "B" Division

Ridgeview High, Hickory; Hudgins High, Marion; Central High, Newton; Happy Plains, Taylorsville; Rosenwald High, Catawba; Freeman High, Lenoir; Olive High, Morganton; Oaklawn High, Lincolnton.

### GASTONIA CENTER

Mr. T. B. Jeffers, Center Secretary.

#### "A" Division

West Charlotte High, Charlotte; Second Ward High, Charlotte; Highland High, Gastonia; Lincoln Academy, Kings Mountain.

#### "B" Division

Plato Price, Charlotte; Reid High, Belmont; Chavis High, Cherryville; Compact High, Kings Mountain; Davidson High, Kings Mountain; County Training, Shelby; Negro High, Huntersville; Winchester High, Monroe.

### GREENSBORO CENTER

Mr. Hughes, Center Secretary.

#### "A" Division

Atkins High, Winston-Salem; Dudley High, Greensboro; Wm. Penn High, High Point; Washington High, Reidsville; Palmer Memorial, Sedalia; Lutheran High, Greensboro.

#### "B" Division

Sellers High, Burlington; Carver High, Winston-Salem; Negro High, Madison; Douglas High, Leaksville; County Training, Asheboro; Negro High, Brown Summit; Florence High, Greensboro; Pleasant Grove, Mebane; Negro High, Mt. Airy; Sedalia High, Sedalia; Negro High, Gibsonville.

### SALISBURY CENTER

Mr. Lancaster, Center Secretary.

#### "A" Division

Price High, Salisbury; Morningside High, Statesville; Logan High, Concord.

#### "B" Division

Dunbar High, East Spencer; Dunbar High, Lexington; Aggrey High, Landis; Carver High, Kannapolis; Negro High, Mocksville; Negro High, Mooresville; Negro High, Badin; Negro High, Albemarle; Negro High, Ansonville; Unity High, Troy; Peabody Academy, Troy; Negro High, Davidson.

### ASHEVILLE CENTER

Mr. Spencer Durant, Center Secretary.

#### "A" Division

Stevens-Lee, Asheville; Allen Home, Asheville.

#### "B" Division

Sixth Ave. High, Hendersonville; Grahamtown High, Forest City; Negro High, Tryon; Negro High, Rutherfordton; Negro High, Sylva.

## Playing Centers--Eastern Division

North Carolina Negro High School Athletic Association

### Southeastern Center

Williston, Wilmington; Burgaw; Pender Co. Tr., Rocky Point; Bladen Tr., Elizabethtown; Bayboro; Ayden; Greenville; Grimesland; Farmville; New Bern.

### Tidewater Center

Jones Tr., Pollocksville; Trent H. S., Trenton; Newbold Training, Dover; Beaufort; Bayboro; Ayden; Greenville; Grimesland; Farmville; New Bern.

### Albemarle Center

Plymouth; Roper; Columbia; Scranton; Pantego; Williamston; Windsor; Parmele; Tarboro; Washington.

### Roanoke Center

Rich Square; Ahoskie; Winton; Powellsville; Seaboard; Roanoke Rapids; Garysburg; Weldon; Enfield; Scotland Neck.

### Fall Line Center

Franklin Tr., Louisburg; Spaulding H. S.,

Spring Hope; Nash. Tr., Nashville; B. T. Washington, Rocky Mt.; J. R. Hawkins, Warrenton; Warren Tr., Wise; Henderson Inst., Henderson; Mary Potter, Oxford; Person Tr., Roxboro; Albion Academy, Franklinton; Perry's, Louisburg; Sheppard High, Zebulon; Bricks Tr. Co., Bricks.

### Northeastern Center

P. W. Moore, Elizabeth City; Hertford High, Hertford; Perquimans Co. Tr., Hertford; Edenton; Sunbury.

### Capital Center

Washington H. S., Raleigh; Garner H. S., Garner; Cooper H. S., Clayton; Dubois H. S., Wake Forest; Orange Tr., Chapel Hill; Hillsboro H. S., Hillsboro; Berry o'Kelly, Method; Hillside H. S., Durham.

### Cape Fear Center

Fayetteville; Dunn; Clinton; Lumberton; Fairmont; Maxton; Red Springs; Lumber Bridge; Raeford; Lillington; Sanford.

### Borderline Center

Ellerbe; Rockingham; Hamlet; Aberdeen; Pinehurst; Southern Pines; Southern Pines; Carth-

age; Laurinburg.

### East Central Center

Dillard, Goldsboro; Central, Goldsboro; Wilson; Snow Hill; LaGrange; Adkins-Kinston; Mt. Olive; Faison; Warsaw; Harrison H. S., Selma; Fremont; Johnston Tr., Smithfield.

NOTE: The corresponding secretary needs, and does not have, the names of center secretaries. Centers are expected to organize and select the center secretary and send the name with address to C. A. Harris, Box 179, Louisburg, N. C. Many schools lost credit for games last year because of lack of center organization. Games played outside of your center are "non-conference games." Team in center having highest center meets team which wins in another center for first rounds of playoffs. Center secretaries must encourage member schools to become "financial" at once. Send funds to W. L. Reid, Recording Secretary, Carver High School, Kannapolis, N. C.

### C. A. HARRIS,

Corresponding Secretary  
N.C.N.H.S.A.A.

# A Plan for Teaching Political Reconstruction After the Civil War

By JAMES A. LIVAS, JR.

Department of Social Sciences  
Saint Augustine's College, Raleigh, North Carolina

## INTRODUCTION

The ending of the Civil War did not mark the end of the social, economic and political problems of the South. On the contrary, it accentuated problems. The war had been fought due to the clash of two principles: (1) to maintain the Union, and (2) the moral issue—slavery. After the war had ended, many problems still remained unsolved. These problems had to be given some attention before the country could recover from its ill fate.

Since most of the battles had been fought on southern soil, the South suffered tremendous economic loss. The economic losses, human lives, property, and natural resources, left the South completely destitute. The South had entered the war with three and a half billion dollars assets, and came out of the war with a debt of two and a half billion dollars which was repudiated by the Federal Government. With the economic pattern of the South completely destroyed, the South had to find a new industrial life.

True enough, the Negroes had been freed as a result of the War. The Fourteenth and Fifteenth amendments had been added to the Constitution granting the Negroes citizenship. Their new role in the American society accentuated many problems. Some of these problems are still prevalent in the South today. The freed Negroes found it very hard to make ends meet. Before the War, the master had been the "great provider" and "protector." With the "great provider" no longer in existence, the Negroes found themselves competing for their daily bread. This competition for existence was the foundation of many of the prob-

lems in the South. Many benevolent organizations tried to help the Negroes to solve their compelling social problems. But, in many cases these benevolent organizations made matters worse.

Strange as it may seem, the North was not interested in helping the South to develop a new economic system. The political problems proved to be far more interesting to the Northerners who feared the rise of the Democratic party. The status of the seceded states was a vital concern for Congress. Lincoln had hoped to make the "road to reunion" a very easy one by using presidential proclamations. By this means, he was able to re-create Tennessee, Louisiana and Arkansas in 1864. Congress, however, felt that Lincoln's plan was too easy, and sought to rectify the same by passing the Wade-Davis Bill. However, Lincoln was too clever to openly defy the bill.

With the death of Lincoln, Andrew Johnson became president. Johnson fought for the cause of the common man. He was a member of the "States' rights" school, and he had hoped to restore southern government without the aid of Congress. He maintained that the South had a right to work out its own problems. Such a theory conflicted with the Radical Republicans who held that the southern states should be treated as "conquered provinces." The Freedmen's Bureau Bill and the Civil Rights Bill were vetoed by Johnson. Nevertheless, the Civil Rights Bill was passed over Johnson's veto. This marked the ascendancy of Congress. The battle for the dominance of the national government over state governments resulted in an impeachment trial of the President.

## II

### CONDITIONS OF THE SOUTH

A. Specific understandings to be derived:

1. An understanding of the economic and social conditions of the South.

B. Student Activities:

Read in your text-book the sections dealing with this topic.

Casner and Gabriel, I, What The War Did; II, The Problem of Rebuilding the South; pp. 407-411; Fish and Wilson, *History of the United States, Results of the War; Emancipation Supported; Effect of Secession; Power of Congress; West Virginia; Commager, Documents of American History, Numbers 255, 252, 251, and 250.*

C. Study the following questions for discussion.

1. Point out some of the erroneous illusions of the South's being an ideal place with large lovely houses and no worries.
2. What effect did secession have upon the status of the seceding states according to the Radical Republicans?
3. Discuss the Southern losses resulting from the war.
  - a) State some of the eye-witnessed accounts of the South.
4. What was the condition of the Southern population?
5. Describe the service rendered by private benevolence in re-making the South.
6. Describe the activities of the Freedmen's Bureau.
7. Compare the economic condition of the South with the

North in the post-war period.

#### D. Projects.

1. Identify the following persons and state their viewpoints:
  - a) Alexander H. Stephens
  - b) General Oliver O. Howard
  - c) Abraham Lincoln
  - d) Andrew Johnson
  - e) Thaddeus Stevens
  - f) Charles Sumner
  - g) Stephen A. Douglas
  - h) Ulysses S. Grant
2. Write a summary on the following topics:
  - a) Condition of the South at the end of the War.
  - b) The Freedmen's Bureau.
  - c) The tenant system of the South.
  - d) The South's chief crops.
  - e) The South's transportation system after the War.

### III

#### LINCOLN AND CONGRESS

A. Specific understandings to be derived:

1. An understanding of the Lincoln plan for reconstruction.
2. An understanding of the Congressional plan of reconstruction.

#### B. Student Activities:

Read the life of Lincoln in *The Dictionary of American Biographies*; Read Chapter XXIX, "Reconstruction and Development" in Channing, *Guide to the Study of American History*. Read only the parts that are related to the lesson. Commager, Number 267.

C. Study the following questions:

1. How did the Congressional Plan of Reconstruction differ from the Presidential Plan?
2. State the theses of Stevens and Sumner and justify their claims.
3. How successful was the Lincoln plan?
4. Why did Congress disagree with the Lincoln plan?

D. Write a summary of the following items:

- a) The Wade-Davis Bill.
- b) The Congressional Plan.
- c) Lincoln's Plan.

### IV

#### ANDREW JOHNSON AND CONGRESS

A. Specific understandings to be derived:

1. An understanding of Johnson's plan of reconstruction.
2. An understanding of Congressional reconstruction.
3. An understanding of the breach between Johnson and Congress.
4. An understanding of the condition of the free Negroes.

#### B. Student Activities:

Read the life of Andrew Johnson in the *Dictionary of American Biographies*; Commager, Numbers 262 and 263; William MacDonald, *Select Statutes*, Numbers 35, 42, 44 and 47. Also read in your textbooks sections dealing with this topic. Text-books — William Guitteau; Richard Purcell; Charles and Mary Beard; John Holliday Latane.

C. Study the following questions:

1. Give evidence that Johnson belonged to the states'-rights school.
2. Why did Johnson's veto of the Civil Rights Bill bring a breach between him and Congress?
3. How were the southern states to secure representation in Congress?
4. State the essence of the Fourteenth and Fifteenth Amendments.
5. What were the provisions of "Tenure of Office Act"?
  - a) Point out the loop-hole in which Johnson was perfectly right in dismissing Stanton.
6. On what grounds may the President of the United States be impeached?
  - a) What were the charges brought against Johnson, and what was the decision?
7. What effect did the election of 1866 have upon the Congressional Plan of Reconstruction?
8. Describe the condition of the free Negroes.
9. Compare the new constitutions of the southern states with those of northern states.

D. Projects:

1. Write a brief summary of the following items:
  - a) Civil Rights Bill.
  - b) Freedmen's Bureau.
  - c) The Fourteenth Amendment
  - d) The Fifteenth Amendment.
  - e) The Party Union.
  - f) The black codes.
  - g) Johnson's plan of reconstruction.
  - h) Impeachment of Andrew Johnson.
  - i) Tenure of Office Act.
  - j) Carpet-bag rule.
2. Identify the following persons and state their view points:
  - a) Ulysses S. Grant
  - b) Benjamin Wade
  - c) Preston Brooks
  - d) Wendell Phillips
  - e) John A. Bingham
  - f) Roscoe Conkling
  - g) Thomas Nast
  - h) Edwin M. Stanton
  - i) Samuel Chase

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## Through the Senses

(This is the 3rd in a series of "shorts" on Audio-Visual Aids)  
Spring Tonic

Spring is a season when there is a natural urge to strengthen and revitalize the school program. Here are a few suggestions that will make more certain the accomplishment of your objectives as the pupils will actually "see," "hear," "feel" and even "smell" the materials.

### 1. The Museum

Choose a corner or shelf in the room or a whole room is available. Allow the children to assemble here objects, models, and exhibits that

By A. H. PEELER, Principal  
J. C. Price School,  
Greensboro, N. C.

serve to illustrate and clarify the work that they are doing. The collecting and organizing of the material is in itself good educational experience. The learning will be doubly significant if there is adequate and continuous follow-up. Every school community is rich in possibilities for making a museum. Capitalize on these and enrich your program.

### 2. Making Things

Do your pupils want to make

things? It is said, "We learn to do by doing." If the thing itself cannot be made, a model can. The pupil who makes a miniature castle for history, a figure for geometry, or a model city for a social study project, will find his learning more realistic and meaningful. The interest factor is greater by far because of the concreteness of the procedure. Use every possible opportunity to have the pupil clarify meanings by considering the "making" a part of the learning experience. Simple tools may be used. Careful planning, research,

(Continued on Page 16)

# Constitution and By-Laws of the North Carolina Negro High School Athletic Association

## ARTICLE I: Name.

**SECTION 1.** The name of this organization shall be the North Carolina Negro High School Athletic Association.

## ARTICLE II: Objectives.

**SECTION 1.** The objectives of this organization shall be to foster and protect the athletic interests of the local school and playing center belonging to the association and to promote purely athletic sports.

## ARTICLE III: Eligibility to Membership.

**SECTION 1.** The Athletic association of any Negro High School of North Carolina classified as an accredited school by the State Department of Public Instruction or any four-year High School with a minimum term of one hundred sixty days and a minimum of three properly qualified high school teachers shall be eligible for membership in the association.

## ARTICLE IV: Officers and their Election.

**SECTION 1.** The officials of this organization shall be a President, Vice-President, Recording Secretary, Corresponding Secretary, Treasurer, a District Executive Secretary for each district as shall be here-in-after decided, the designated Playing Center Secretaries, and a Sergeant-at-arms.

**SECTION 2.** The duties of the officials of this organization shall be those common to their respective offices except where other provisions are made in this constitution and its by-laws.

**SECTION 3.** All officers of this body shall be elected at the annual meeting of the association by standing vote or ballot, and the president may succeed himself but once.

**SECTION 4.** Center Secretaries shall be elected at the annual meetings of the Center Associations which meetings shall be held prior to the meeting of the State Association.

**SECTION 5.** There shall be an executive Committee composed of the President, Vice-President, District Executive Secretaries, Corresponding Secretary, Recording Secretary, Treasurer,

and six members to be elected at large, provided that a majority of the members of the Executive Committee shall be principals. The State High School Inspector shall be a member of the Executive Committee.

**SECTION 6.** At the first election under the provision of Article IV, Section 5, two of the members at large shall be elected for one year; two shall be elected for two years, and two shall be elected for three years. At each succeeding meeting, two members shall be elected for a period of three years, giving due consideration to geographical distribution of membership.

**SECTION 7.** Each officer shall be employed during his term of office in a public or private secondary school system of North Carolina.

## ARTICLE V: Meetings.

**SECTION 1.** The Association shall have one regular meeting each scholastic year.

**SECTION 2.** The President shall call an extra session of the association if such meeting is requested by action of the Executive Committee.

**SECTION 3.** Each Center Association shall hold an annual meeting prior to the meeting of the State Association.

## ARTICLE VI: Amendments.

**SECTION 1.** No amendments to this constitution shall be made without a two-thirds favorable vote of the members at the annual meeting.

**SECTION 2.** A proposed amendment shall be mailed to the Corresponding Secretary at least two months prior to the annual meeting. The Corresponding Secretary shall mail the proposed amendment to members at least one month prior to the general meeting in which the amendment is to be considered.

## BY-LAWS

### ARTICLE I: Meetings.

**SECTION 1.** The annual meeting of the association shall be held on the

second Saturday in December of each calendar year, provided this date follows the State Championship Football Game.

**SECTION 2.** The Executive Committee shall meet at least once per year between the regular sessions of the association.

### ARTICLE II: Funds of the Association.

**SECTION 1.** The treasurer of the association shall deposit all funds of the organization in a reliable bank in the name of the association.

**SECTION 2.** All debts of the association shall be paid by check only, upon warrant signed by the President, Treasurer, and Recording Secretary on the basis of Bona-Fide Vouchers.

**SECTION 3.** The purchases and payments shall originate with the Recording Secretary who shall in all cases present the proper supporting documents.

**SECTION 4.** The annual membership fee for the association shall be ten dollars. The fee shall be payable to the Recording Secretary of the association before or at the annual meeting.

**SECTION 5.** All debts incurred by the association shall be paid from funds derived from membership fees or any other sources of revenue provided for by the organization.

**SECTION 6.** Funds from all District Play-offs, or State Play-offs shall be turned over to the treasurer of the association at the conclusion of the play-off.

**SECTION 7.** The treasurer of the association shall be bonded for four hundred dollars (\$400.00) with a reputable bonding company. The fee for bonding shall be paid out of the funds of the organization.

**SECTION 8.** Funds handled at play-offs and other events involving the interests of the association shall be checked against ticket sales and vouchers so that all accounts may be proved for audit.

**SECTION 9.** Fees for officials in basketball play-offs shall not exceed ten dollars including travel, board and lodging, and five dollars for one night. Fees for scorers and time in basket-

ball play-offs shall not exceed two dollars each.

**SECTION 10.** Fees of officials in football shall not exceed twelve dollars for referee, ten dollars for umpire, and seven dollars and fifty cents for each headlinesman and field judge.

### ARTICLE III: Championships-Qualifications.

**SECTION 1. (Football)** 1. Each member shall play at least four different teams in the association.

2. The championship in football shall be determined by the team having the highest season's percentage. This percentage shall be determined by the Dickerson System of rating.

3. State Championships shall be determined by games played between champions of each district.

4. The regular playing season in football shall end the Saturday before Thanksgiving of each year, provided that games to determine District or State Championships may be played soon thereafter.

### SECTION 2. (Basketball.)

1. State Association tournaments as held in the past shall be discontinued and localized tournaments may be approved but not sponsored by the N. C. N. H. S. A. A.

2. A date prior to February 20th shall be set as regular season ending for State ranking in the centers.

3. Play-offs shall be arranged between teams in Classes A and B who rank highest in simple percentage ranking in the several centers.

A. Play-off games shall be scheduled by the State Association and Officials agreed upon by each team and the Association shall be employed.

B. Final championship play-offs shall be held not later than March 20th.

C. First, second, third, or continued rounds of play-offs shall be so scheduled that only two teams of the same class meet at the same time and that no team will play such a play-off sooner than two days after a previous play-off game.

D. Net proceeds of play-offs shall be divided between schools playing such games.

### SECTION 3 (Baseball.)

1. Each school shall play five games of baseball in its respective district or as provided in Article XI, which may or may not include two games with the same school in the Association.

2. The district champions shall be determined on a percentage basis. In case there shall be a tie in the district, playoffs shall be arranged by

the Executive Secretary of the District.

3. State champions shall be determined by games played between champions of each district.

4. The regular playing season in baseball shall end the Saturday after the first Monday in May of each calendar year, provided that District or State Championship games may be played soon thereafter.

### SECTION 4 (Track Meets.)

1. District and State Tournaments in track shall be encouraged by this Association.

### SECTION 5 (Tennis.)

1. District and State Tournaments for championship in boys' and girls' tennis shall be encouraged and fostered by this association.

2. The C. G. O'Kelly Trophy for boys' singles championship and the Bocock Trophy for boys' doubles championship are accepted by this Association with expressed appreciation.

### SECTION 6. (Softball.)

1. That the association encourage softball to be regulated as in the case of the baseball sections.

### ARTICLE IV: Defaults and Protests.

**SECTION 1.** All disputes shall be reported in detail to the District Executive Secretary, and shall be mailed to him within forty-eight hours after the occasion which gives rise to the disputes, except in case of basketball play-offs which protests shall become the property and concern of the play-off committee.

**SECTION 2.** In case the play-off committee fails to settle a dispute, the appeal shall follow to the State Association's Executive Committee, and if need arises for further appeal, it shall be made to the Board of Athletic Control.

### ARTICLE V: Officials.

**SECTION 1.** All officials in games shall be acceptable to both contending teams. (Certified Officials of recognized Athletic Associations should be used where available.)

### ARTICLE VI: Games.

**SECTION 1.** There shall be a written agreement between contesting teams for each contest.

**SECTION 2.** The party breaking the agreement shall be declared the loser by default.

**SECTION 3.** Guides and rules governing games shall be in accordance with nationally accepted rules in all sports.

**SECTION 4.** Reports of basketball games shall be sent to the Center Secretaries; football and baseball games to District Executive Secretaries. The games shall be reported by the secretaries to the weekly newspapers.

### ARTICLE VII: Duties of Corresponding Secretary.

**SECTION 1.** The Corresponding Secretary shall receive reports of games through the District Secretaries; keep a record of the standing of teams. He shall notify members concerning their standing.

**SECTION 2.** The Corresponding Secretary shall notify members of general and called meetings.

**SECTION 3.** The Corresponding Secretary shall issue reports the official standing of the teams in all sports featured by the organization and this information shall be released to the Negro Press at least once every two weeks in any season.

**SECTION 4.** The Corresponding Secretary shall furnish to all members necessary blanks and forms for reporting games in the various sports.

### ARTICLE VIII: Representation.

**SECTION 1.** Representatives at the annual meeting of the association shall be limited to three members from each school, one of whom shall be a student.

**SECTION 2.** Representatives from each District shall meet the day of the regular meeting and choose a representative to be District Executive Secretary who shall be nominated at the regular session.

**SECTION 3.** One-third of the membership of the association shall constitute a Quorum.

### ARTICLE IX: Eligibility of Players.

**SECTION 1.** No player shall be eligible for interscholastic participation in any sport on the high school level for more than four years.

1a. Any player who participates in an association game or any part of such game shall be counted as participating for that year.

1b. Ineligible players—the penalty of using ineligible players: All games in which such players are used shall be forfeited.

1c. Students who transfer from one county or school to another county or school in North Carolina shall be ineligible for future participation under the four-year regulation. (Total years of participation shall not exceed four in any case).

**SECTION 2.** A graduate from any non-standard school may finish his four years in a standard school but will be ineligible for future participation fol-

lowing graduation from a standard high school.

**SECTION 3.** All members of all teams shall be Bona Fide students in the high schools represented, enrolled in, and attending regular classes.

**SECTION 4.** Bona Fide pupils with reference to age shall be from six to twenty-one years of age.

**SECTION 5.** Violation of section 4 shall constitute a default on the part of the offending school.

#### ARTICLE X: Play-offs.

**SECTION 1.** The District play-offs shall be conducted in basketball by committees nominated by the District Executive Secretary and approved by the executive committee.

1a. Tournaments — Teams in tournaments shall be divided into classes; namely, Class "A" and Class "B." Those schools in "A" division shall have an enrollment of two hundred or over, and those in Class "B" shall be those with an enrollment of less than two hundred.

1b. All boarding schools shall be classified in the "A" division.

**SECTION 2.** No high school coach of the association shall be used as an official in charge of a game, a scorer, time-keeper, or referee other than as his official duty commits him with his team.

**SECTION 3.** The play-off committee shall be requested to hold at least one open meeting during the process of a play-off to consider grievances that may be presented by coaches and other school officials.

**SECTION 4.** It shall be the duty of the District Executive Secretaries and the Corresponding Secretary to conduct the State Champion play-offs in Football, Basketball and Tennis.

**SECTION 5.** When the school represented by the District Executive Secretary or the Corresponding Secretary is eligible to enter a final play-off, the president shall appoint a representative to serve in place of the said District Executive Secretary or the Corresponding Secretary.

**SECTION 6.** The association shall not allow more than one and one-half cents per mile for the total mileage per person, to and from the place of State play-off finals for each of the ten boys and twelve girls.

**SECTION 7.** At the State play-off (Basketball), the association shall furnish one meal per person at twenty-five cents per meal.

**SECTION 8.** No person connected with any school shall have anything to do with the direction of the play-off during the time the team of his school is at play.

#### ARTICLE XI: Districts.

**SECTION 1.** For the purpose of major sport's contests fostered by the Association, there shall be two districts, Namely: Eastern and Western.

**SECTION 2.** The Eastern District shall be composed of schools East of the Eastern boundary lines of Person, Orange, Chatham, Moore and Richmond Counties.

**SECTION 3.** Members West of said boundary line shall be the schools of the Western District.

**SECTION 4.** Members in Person, Orange, Chatham, Moore and Richmond Counties shall be permitted to play a maximum of fifty per cent of the required games in the Western District.

**SECTION 5.** The Association shall encourage the playing centers wherever possible to develop a complete intra-center program in all sports sponsored by the Association.

#### ARTICLE XII: Trophies.

**SECTION 1.** The General Body shall provide a trophy for each sport it fosters.

**SECTION 2.** The trophies shall rotate each year in each sport.

**SECTION 3.** All trophies shall be turned over to the District Secretary within ten days of the sports event in which the trophy was awarded.

**SECTION 4.** In case no championship in any sport, or in any given sport, is declared, the trophy shall remain in the custody of the State Inspector of Negro High Schools until a new champion is declared.

**SECTION 5.** Damage to a trophy beyond the ordinary wear shall be paid for by the member holding the trophy during the time of damage.

**SECTION 6.** District Trophies — Each district shall provide a trophy for each major sport, the awarding and holding of which trophy shall be governed by the rules of the association with reference to the same.

#### ARTICLE XIII: Duties of District Executive Secretary.

**SECTION 1.** The District Executive Secretary shall be responsible to the Executive Committee for the performance of duties herein stated.

**SECTION 2.** The District Executive Secretary shall receive and keep a record of games played in the various sports in his district.

**SECTION 3.** The District Executive Secretary shall be chairman of a schedule committee consisting of members of the Executive Committee in his district who shall draw up a schedule in

football and baseball, which schedule shall not set definite dates, but require contests which must be played during the sports season at the penalty of default, by any offending team. Changes in the schedule shall be approved by the schedule committee.

**SECTION 4.** The District Executive Secretary shall make a press report to the Corresponding Secretary at least once during a regular season.

**SECTION 5.** The District Executive Secretary shall preside over meetings at which members of his district are assembled.

**SECTION 6.** The District Executive Secretary shall be chairman of the play-off committee for his district.

#### ARTICLE XIV: Duties of Playing Center Secretaries.

**SECTION 1.** Playing Center Secretaries shall collect all records of games played in the center and forward to the District Secretary.

**SECTION 2.** Center secretaries and representatives of schools in the center shall constitute schedule committees for all sports in the center.

#### ARTICLE XV: Duties Of The Executive Committee.

**SECTION 1.** The Executive Committee shall act for the general body between sessions.

**SECTION 2.** The Executive Committee shall fill all vacancies in offices which occur between regular annual meetings.

**SECTION 3.** The Executive Secretary shall approve a budget for the ensuing year.

**SECTION 4.** The Executive Committee shall audit the books of the Treasurer and the Recording Secretary and make a report at the regular annual meeting.

**SECTION 5.** A majority of the Executive Committee members present at any meeting shall constitute a quorum.

#### ARTICLE XVI: REGULATIONS.

**SECTION 1.** Roberts' Rules of Order shall govern procedure in all cases not covered in this constitution and by-laws.

#### ARTICLE XVII: Amendments.

**SECTION 1.** An amendment may be made to the by-laws of this Constitution when two-thirds of the membership present at any regular session of this association vote for its adoption.

### Through the Senses

(Continued from Page 12)

and cooperative effort will be promoted as a part of the regular activity if the make-it process is part and parcel of the classroom program.

### 3. The Aquarium

In almost every classroom there is a place for the aquarium. It may be a simple fish bowl or a large commercial aquarium in which water life may be studied first hand. Pupils enjoy collecting materials for such a center. Keep in mind the fact that the aquarium is not the end within itself. Its presence is justified only in so far as it facilitates learning in the regular program. The aquarium may be a part of science or nature study. The aquarium center might also be a cooperative group venture in the social studies. The use will vary from room to room. The important factor to be kept in mind is that it helps to stimulate interest and give definiteness to the concepts gained by the pupils.

### 4. Films, Filmstrips and Slides

Spring is a season when special

emphasis is placed on health and science. If you have projectors, there are many filmstrips, slides and 16 mm films that can be used to advantage. These may be ordered from your local agencies, such as Health Department, Dairy Council, and Tuberculosis Association. Films may also be rented from the State University or rented or purchased from independent agencies. Much of this material is free. Exercise care in the number and types of materials used. Be sure film is related to what you are doing. If careful preparation and follow-up is made these suggested materials will be of infinite value to the classroom program. The pupil should know why the film is being shown. He should understand that certain contributions are to be made from his contact with the film. It is well to present the aids several times to gain the full benefit.

### 5. Photographs

Pictures of children and their activities will do much to stimulate their powers to discern and execute. They will enjoy planning the views to be taken. This is an

excellent language and art possibility. When the pictures are planned, taken and processed by the pupil, a learning thrill takes place. With careful guidance these photographic undertakings can be made to contribute in many ways to the functional activity so necessary for effective learning. Simple equipment can be used. A box camera and a roll of films will provide a good beginning. More expensive and elaborate equipment can be added. A dark closet or storeroom, along with a few trays, tanks and solutions may be the beginning of many happy and beneficial experiences. These will definitely aid in the learning processes.

Try some of the above suggestions. There is an unmistakable trend toward the use of these multi-sensory aids and as a "Spring tonic" they will prove their worth in your classroom.

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2. Eastman Kodak Company "How To Make Good Pictures"

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Volume XVIII  
Number 3

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May  
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Official Publication of the North Carolina Teachers Association

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(See pages 10 & 11 of this issue)

Our Goal is 7,000 Paying Members.

Published in January, March, May and October, by the  
NORTH CAROLINA TEACHERS ASSOCIATION

115 E. Hargett Street, Raleigh, N. C.

Entered as second-class matter January 15, 1930, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C., MARCH 25TH, 26TH, & 27TH, 1948

# North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA TEACHERS ASSOCIATION

VOLUME XVIII

MAY, 1947.

NUMBER 3

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# The President's Annual Address

66TH ANNUAL CONVENTION

By J. T. TAYLOR, *President N.C.T.A.*

Fellow Teachers:

The year now closing has been one of the most successful in the history of our Association. At the annual convention last year you adopted a resolution authorizing the Executive Committee to purchase a site and construct a building. Your Executive Committee, acting for the Association in the interim voted to purchase the Lightner Building. This step was taken only after the Executive Committee had discussed the matter in several meetings. Furthermore, before any definite action was taken, your Executive Committee employed the Raleigh Real Estate Board to examine and give their appraisal.

The Executive Committee then asked the Raleigh Building Inspector to examine the building and report its condition. (Read the report). The Executive Committee in the light of these reports plus a report of the present earning power of the building, felt that to purchase this building not only would provide the type of home which the Association needs, but in addition, it would be a good investment. A resolution was presented to the Executive Committee that the Lightner Building be purchased for \$55,000, \$10,000 of which was to be made as a down payment and the balance of \$45,000 to be paid over a period of 10 years with an interest rate of 5%. Only one member of the Executive Committee cast a dissenting vote against this proposal.

The president wishes to make it plain that whatever action was taken in respect to the purchase of this building was taken by the Executive Committee upon the president's recommendation. The president felt and still feels that the Executive Committee acted in good faith; that they acted within the framework of our con-

stitution, which gives them the power to act for the Association in the interim. Furthermore, during the six months that we have owned the building, we have collected \$1,620 net in rents. This means that over a 12 month period, this building will earn \$3,240 to be applied to the indebtedness against it.

I believe the overwhelming majority of the teachers in North Carolina are behind this program. I believe, also that the confidence and the faith which they have shown in support of this program will be amply justified in the years ahead.

The president of the Association keenly regrets that at a moment in the Association's life when all of us should be united, some few individuals have attempted, by insinuation and propaganda, to lead the teachers to believe that the present administration is playing havoc with their savings and with the constitution.

In respect to the first question: After more than 65 years of operation, our Association had accumulated in savings a little more than \$10,000, while already this year, teachers, because they believe in the program which they adopted, have paid into their treasury more than \$20,000. The \$10,000 saved over a period of some sixty years was taken from the bank where it was earning very little interest and invested in a home which will not only furnish conveniences for teachers and opportunities for greater work on the part of the Association, but a building which in time will pay out of the revenue received from its rentals the entire \$45,000 which we now owe. In other words, with very little cost to ourselves as an association, we have taken steps which will enable us to own, clear of any kind of encumbrance, a building and a site which the Raleigh Real Estate Board assessed at \$55,600.

As to the constitutionality of any and each action taken by the president and the Executive Com-

mittee, I wish to assure you that in all these actions, the president and the Executive Committee have to the best of their knowledge adhered strictly to the constitution and to the mandate which they had received from the teachers. The president, officers and the members of the Executive Committee were elected by you. I know that the Executive Committee and the officers of the Association have worked conscientiously to promote and carry to completion a program of expansion and growth for our Association. We have done this because we believe that this was the program which the teachers wanted.

The opponents of the Association's program have attempted to defeat it in a round-about way. I can very well understand the method they are using. They know that to attack the program directly would alienate the great mass of teachers in our organization because the rank and file of the teachers are giving wholehearted moral and financial support to the program. This is evidenced by the fact that they are paying annual dues of \$2.50 which this administration recommended and in addition to this, they are paying an extra \$2.50 to remodel the building which we purchased.

In my travels over North Carolina, I have not heard a single teacher voice any disapproval of the actions taken by the officers and Executive Committee. Those who are opposed to our program are attempting to becloud the issue by making attacks upon the president and his administration. Among them is the statement that the president is not eligible for re-election. The constitution is clear on this matter. In referring to all officers of the Association, the Constitution states: "They shall be installed at the meeting in which they are elected." Section 4, Article VI states "The President shall not succeed himself more than once." Your present president was elected for the first

(Continued on Page 7)

# Activities of the College Section

By C. A. CHICK, SR., Fayetteville Teachers College

The College Section of the Sixty-Sixth Annual Convention of the North Carolina Teachers Association devoted a part of its time to two panel discussions. The questions for discussion were as follows: (1) The Role of Higher Education in Translating Democratic Ideals into Practice—Improving Democratic Practices in the College Community; (2) The Teacher and Labor Unions (a) Philosophy and Socio-Economic Implications, (b) The Question of Affiliation.

The leaders on the first of the two questions were as follows: Dr. R. K. Williams, A. & T. College; Dr. Nelson Harris, Shaw University; Mr. C. E. Boulware, North Carolina College; and Dr. Virgil A. Clift, Chairman, A. & T. College. The major ideals which received greatest emphasis and which were strongly recommended were summarized briefly by Dr. Clift. They are as follows:

1. There is need for greater student and faculty participation in the formulation of the policy of the institution. It was the consensus of opinion that responsibilities should be shared, with students and faculty members in formulating and carrying out institutional policy. This ideal should permeate each aspect of the college organization and should give direction to all activities regardless of whether they are curricular, "extra-curricular," or administrative.

2. There is an urgent need for a more democratic point of view on the part of college administrators. It was thought that the ideal conception of administration, as well as the democratic conception, was one which regards the function of an administrator, or administration, as being limited to the execution of policy which has been formulated cooperatively by all persons concerned. Those who did not agree with this point of view entirely did agree, in the final analysis, that the success of any program within the institution depended largely on the amount of cooperative planning and sharing of ideas and functions of all persons concerned.

3. The amount of cooperative planning and thinking in the classroom should be increased. The democratic individual is one who

can think for himself; he is one who acts in terms of scientific data rather than in terms of beliefs for which there is no evidence. The democratic individual is also able to cooperate with others in the thinking and planning of ways of overcoming common problems.

4. There is a need to place greater emphasis on the development of and appreciation for the "social graces" and emotionalized ideals which make for better human relations. The development of courtesy, politeness, poise, and the like, are essential to the democratic individual because they are conducive to the building of better human relations.

5. The college, by tradition, is an institution which devotes most of its attention to the teaching of facts and information. It is becoming increasingly more urgent that more be done to teach a way of social living or social ideals which are commensurate with democracy. In short, we must concentrate on the teaching of students, not subject matter, per se.

In conclusion it should not be overlooked that there are three points at which further consideration and study should continue.

1. There is need for a clear and concise definition of democracy which meets the needs of our changing society. Before attempting to prepare individuals for democratic living, it is important that educators come to agreement on what is involved in democratic living and the ideals which are basic to it.
2. Further exploration is imperative on the techniques of using subject matter to teach democratic ideals. Or, stated differently, how are we to teach subject matter and democratic ideals at the same time?
3. How are we to proceed in changing the many aspects of the institution in general in order to provide an atmosphere which helps individuals to become more democratic?

The leaders on the second of the two panel discussions were Mr. M. R. Brooks, Livingston College; and Mr. John Blue, Jr., Chairman, Johnson C. Smith University.

The major emphases were placed on the Philosophy and Socio-Economic Implications of labor unions and whether or not teachers should

organize locals and affiliate with a national labor organization. The group seemed to have been about equally divided on many of the points which were brought out. The high points of the discussion were as follows:

- (1) Labor unions are agitating organizations—constantly in conflict with the best interest of society as a whole. Should teachers align themselves with such an organization.

- (2) Labor unions are strongly class conscious. Should teachers be a part of an organization whose activities serve to divide the group? Or should it not be the purpose of the teacher to endeavor to further integrate society?

- (3) Under our present educational set up and because of the attitude of the public and administrative officers towards the teaching profession, could labor unions serve as bargaining agents for teacher locals?

- (4) Cannot the teachers, with their high degree of training, do for themselves through their many local, state, and national organizations what the labor unions are accomplishing for the great mass of industrial workers?

- (5) Would it not give teachers greater economic strength and political prestige to organize locals and to affiliate with a national labor organization?

The meeting was very inspiring and thought provoking. A large number of college teachers was present. Some of the best minds in the State, after thoroughly studying the above named questions, shared their opinions with the group as well as matched their keen wits with each other and the group. At the close of each panel the entire group participated in the discussions.

The College Section is taking on new life. It is destined to be the most important unit of the Association. Mr. I. H. Miller, Livingston College, is chairman of the Section. He has labored earnestly for the welfare of the Section during the past six years. He needs the help of every college teacher and administrative officer in the State. Shall we expect to see YOU in the meeting of the College Section during the next meeting of the Assn.

# The School's Responsibility In Making Democracy Work

*An Address Before the High School Section NCTA*

By DR. MATTHEW J. WHITEHEAD,  
Assistant Professor of Education, Howard University

I bring you greetings from the faculties, administrative officers, and 6,500 students of Howard University. When Professor Barnes invited me to speak on this program I accepted not so much from the point of view that I had a message for you, but because I could not refuse an invitation to come back home. To me, this is homecoming. I shall never forget the many happy years that I spent in the State as high school teacher, college teacher, and college administrator, and the renewal of friendships which were made at these meetings of the State Teachers Association. I congratulate you on this, your sixty-sixth convention.

The theme which you have chosen for this year's meeting is a very vital and timely one: "Educating Youth for an Intercultural and Technological World." Today, this is the academic phraseology—its connotations are stated as "One World," "World Unity," "Education for All," "Working Together" and "One World or None."

It is significant to note, however, that following each major crisis in which the United States has been engaged that education receives big dividends. Following the war of 1776, the widespread movement of the Colonial Colleges: Harvard, Princeton, Rutgers, William and Mary, Brown and Columbia; from the war of 1812, a greater emphasis on teacher-training and universal education; the war of 1914, the widespread expansion of the American high school and the enrichment of the curricula. Now, from World War II, we have seen the need for a different philosophical bases of our American educational structure, the change in many of our methods of instruction, a more widespread utilization of visual aids in teaching, and a change in educational emphases. Carlyle once said in one of his essays, "We change with change or are consumed by change." With time to reflect on the shortcomings of our educational machinery, Rachel Davis du Bois has given America the

type of education which permeates the minds and souls of men—and makes them brothers—**Intercultural Education**. The American public, we cannot deny, is a gullible public—it goes for slogans and "catch-alls"—in education it has been prescription, election, correlation, integration, acceleration, fusion, the core-curriculum, humanistic education, and general education—in the words of Hamlet, "A consummation devoutly to be wished."

We cannot **verbalize** a program of intercultural education, we must **believe it and live it**. A fortnight ago I was guest at an Intercultural Dinner in Washington—here, the setting was perfect for the propagation of this ideal—Negroes—whites, Jews, Japanese, Chinese, Phillipines, Indians and French. These people forgot their identity as races and enjoyed an evening together as men and women—this was just another case to show the world that it can be done in America. The Springfield Plan, the Antioch Plan, the Chicago Unit, the Friends Association, the Santa Barbara System, Camp Willowmec, the 85 Negro professors holding teaching chairs in white colleges and universities—the exchange student movement between Negro and white colleges—all attest to the fact that it can be done.

Intercultural education is not a new type of education, it is simply a different emphasis which is being placed on our present system to bring about better feeling among children of diverse religions and cultural backgrounds. Since from a very early period the American population has been composed of people from many cultures, the confession that Intercultural Education is new is an admission that we have never developed a pattern of education suitable for our own national population. A retrospective glance in the light of this fact, and in view of certain national trends, reveals many defects in our social fabric attributable to this failure. Teachers in many instances

have not been equipped adequately to instruct a population of diversified cultural backgrounds. As Juliet told Romeo, "What's in a name? That which we call a rose by any other name would smell as sweet"—the same may be said of Intercultural Education—it is simply a democratic program for education based on **respect for the individual**.

How can our schools make this type of education practicable? To ask this is to ask how can our schools make democracy possible? The answer is by **teaching, believing, and living** the doctrines we promulgate. We cannot coerce social action: the school's role should not be one of coercion or legislation but understanding. Milton writing 300 years ago revealed a keen understanding of human nature when he said: "He who overcomes by force hath overcome but half his foe."

Democracy is not a lazy man's form of government. It is **easier** to be a **slave**, than a **free man**, but slavery is an institution that sooner or later must cause deterioration of the master. **Nations** can solve no problems—**governments** can solve no problems. The collective wisdom of a people, if they are informed, is greater than that of any one man. World War II brought us face to face with our school's weaknesses in disseminating democratic educational ideals: It was no uncommon thing to read of shortages as plumbers, electricians, architects, welders, mechanics, carpenters, and technicians. It was not uncommon to observe the high rejection rate for illiteracy by Selective Service.

These educational deficits tersely told us that the schools had not made democracy possible. Jean Jacques Rousseau in his great educational classic, "Emilie," points out that "all things come from God and they are good when they leave him, but man tampers with them and they become polluted." Education has been no exception to this Rousseauian philosophy. We, the school, are responsible for so

many of our Negro youths not being able to get skilled jobs in defense areas as carpenters, electricians, fitters, plumbers, and welders—too long have we indoctrinated our students with the philosophy that this was undesirable work, and that they should go into white collar professions—at long last, occasioned by a bloody war, costly in dollars and lives, have we awakened from that slumber and once again have begun to teach that there is dignity and glorification in labor. The miners who dig coal, the garbage men who help to keep us healthy, the shoemaker who mends our shoes, **all** are performing public services which are essential. Here, we see the true meaning of Longfellow's beautiful lyrics, "The Village Blacksmith"—a man engaged at common labor—giving his all, but honest and happy—What more can we ask in strengthening our defenses for peace-time living?

Education has a great responsibility in correcting this misconception. Statistics show that our present educational system prepares about 80 per cent of our students for white collar jobs while the occupational pattern is nearer 20% white-collar and 80% overalls.

The Morrill Act of yesteryear was intended to enrich educational diversity in our landgrant colleges but the contemporary picture is obvious to each of us: colleges of agriculture are chiefly interested in preparing men for agricultural industries and research laboratories rather than for practical agriculture—schools of mechanic arts have blossomed into colleges of engineering with programs of graduate study, research, and creative design, leaving the original need in the bailiwick of the technician largely unfilled.

There has never been a true cause for conflict between the technical, vocational, or professional on the one hand, and the liberal or general on the other. As John Studebaker points out in a recent article in *School and Society*, "To be unskillful is to risk being illiberal; to be skilled in eye-ear-hand coordinations, but insensitive to abstract meaning, is to lose touch with other men. The responsibility of post-war schools as perpetuators of functional democracy warrants a re-examination of our educational aims: Traditional methods must give way to more

progressive ones. The illustration of the traditional teacher as presented in Dickens', "Hard Times," is quite pointed:

Professor Gradgrind, a teacher of the old school, when a new girl, daughter of a horse-trainer entered his classroom, he demanded of her to **define** a horse. The girl, to be sure, had lived around horses all her life and she knew well how to manage and care for horses, but defining horses was something she had never before been asked to do, so she hung her head in shame while the star pupil of Professor Gradgrind completed the assignment to his entire satisfaction: Horse: Quadruped. Graminiverous. Forty teeth; namely, 24 grinders, 4 eye teeth, and 12 incisors; sheds coat in Spring; in marshy countries sheds hoofs too. Hoofs hard but require to be shod with iron. Age known by marks in mouth."

Now girl, said Professor Gradgrind, you know what a horse is, and so she did in terms of the academic school's demand that pupils **define - classify-bound-constructue - tabulate - memorize - and verbalize**—Certainly it is more important to comprehend horses than to define them; more satisfying to express feelings aroused by horses than merely to tabulate and classify horses. But comprehension and self-expression about horses are not **sufficient for students** who must live their lives in this atomic age — these students must be taught to utilize horses for improved welfare if they hope to become competent, well - rounded, and civilized adults.

Democracy **can work** in the south as well as in the north and east. North Carolina's policy of equalizing the salaries of teachers, its uniform school session for all, its program of inter-racial understanding and good-will, all, attest to this assumption. As Ellis Arnall, pointed out in his recent book, "The Shore Dimly Seen," "There is no Negro problem, although the American of Negro ancestry has a problem. It is a problem common to all minority groups. It is an ugly problem for the Poles in New England; the Jews in Boston, the Mexicans in the Southwest, the Japanese on the Pacific coast, the Negro in the South, or in Harlem, or Chicago, or in Detroit. Because the Negro is the largest minority racial group, he is easily differentiated from all other groups by the

oddity of coloration, his problem, is the greatest one in volume if not in intensity. **Individually** the Negro has a problem. **Collectively** it is an American problem. In the south the Negro's problem is a part of the general poverty of the section. He shares in the injustices of a socio-economic system which has reduced the south to colonial status. More than half the problem is a problem of poverty; a problem of the poor south, of two races that must share a half-load between them.

The bacteria of religious, racial and ethnic hate do not flourish except where there is economic uncertainty and psychological tension. This is not all of the problem, for part of the answer must be found within the human heart; **the crux of intercultural education.**

It is the responsibility of the school in making democracy possible to all groups to be realistic. We must face contemporary facts squarely and objectively. Great strides have been made in North Carolina in eliminating educational inequalities, and we are proud of it, but there still exists such inequalities as to give us a bad conscience.

In the south as a whole, we spend about \$45.00 a year for every white child enrolled and about \$12.00 a year for every Negro child enrolled—a differential of nearly 4 to 1 in favor of the white child. In South Carolina the white child gets nearly 8 times as much as the Negro child and in Mississippi nearly 10 times as much; and in some counties the Negro gets less than one twentieth as much as the white child. In building, in equipment, in teaching facilities, in bus transportation, the Negro public schools lag far behind the white schools. Thousands of Negro youth have no high school facilities **whatever**, and provisions for graduate and professional training which are given as a matter of course to white students are almost entirely lacking for Negro students. Booker T. Washington once said, "The white people pay Negroes a great compliment, because, judging from the schools they provide for Negroes, they must think that a Negro child can learn about seven times as easily as a white child." In a democratic society we cannot afford to continue the luxury of segregation.

(Continued on Page 6)

# Proposed Constitution of the North Carolina Teachers Association

## Article I—Name

The name of this organization shall be The North Carolina Teachers Association.

## Article II—Purpose

The purposes of this Association shall be:

(a) To encourage the attainment of the highest professional standards for its members.

(b) To foster sentiment favorable to the growth, development and improvement of education in North Carolina.

(c) To cooperate with other educational, professional and civic organizations and agencies whose objectives and purposes are similar to the objectives and purposes of this Association.

## Article III—Membership

Section 1. Membership in this Association may include any person engaged in teaching in Public Schools in North Carolina, Private Schools in North Carolina, or in Public or Private Colleges or Universities in North Carolina. Membership may include school administrators, persons engaged in educational work as employed by the State Department of Education and other persons actively interested in education in North Carolina.

Section 2. Special recognition will be accorded members who hold membership in local teachers association units.

A local unit of the North Carolina Teachers Association may be organized by ten or more members who work in any County or City Administrative unit of the Public Schools of North Carolina. A local unit may also be organized by ten or more persons teaching in any Boarding School or College—public or private—in North Carolina. Not more than one local unit may be organized in any one county or city administrative unit. Not more than one local unit may be organized in any one boarding school or college.

A local unit may delegate some one or more of its members to represent the unit in the general business sessions of the association as provided for in section three below. In providing for this representation, each unit shall be entitled to one representative or delegate for each ten or major fraction of ten members belonging to the local unit. A delegate or representative from a local unit must be in good financial standing as a member of the association before being delegated to represent his local unit.

Section 3. A local unit desiring to exercise the privilege of being represented in the business sessions of the association by representative delegates, must file with the executive secretary of the association a complete roster of its local membership. There must also be filed with the executive secretary a statement certifying the names of the person or persons on the roster that the local unit has chosen as its official delegates. (Only one person may be chosen as a delegate for each ten or major fraction of ten members on the

roster.) The membership roster and the statement certifying the names of the chosen delegates must be signed by the president and the secretary of the local unit. The mailing of the roster and the certified statement of delegates must bear post marks indicating that they were mailed to the executive secretary at least 72 hours BEFORE the opening program of the annual convention. The Credentials Committee shall not approve representatives or delegates from a local unit if its roster and list of certified delegates are submitted later than the time herein specified.

## Article IV—Voting

Any member of the association shall have the privilege of voting in the business sessions of the association. Voting in the business sessions of the association shall be viva voce. If, however, a viva voce vote indicates that the vote was not unanimous, then the presiding officer shall call for a standing vote and a count of those voting on either side of the question at hand. If the actual count of the voting indicates that as many as 25% of the persons voting are opposed to the question being voted upon, then the question shall be submitted to the vote of the delegates that have been approved to represent the respective local units. A motion or a vote will be considered passed if a majority of the delegates vote favorably for it.

All unreadinesses and discussions shall be heard on a question before it is submitted to the house for the viva voce vote. If the viva voce vote makes it necessary to resort to standing vote or to a vote of the delegates, then no further unreadinesses or discussions shall be had on the question after the viva voce vote is taken. The vote of the delegates shall be considered final and it shall take precedence over any and all other ballots taken on a given question.

The president shall appoint a Committee on Credentials, subject to the approval of the Executive Committee. The duty of the Credentials Committee shall be to examine and approve the names of persons sent in from the respective local units as delegates. The Credentials Committee shall exercise final authority in approving or disapproving names of persons submitted as delegates. The Credentials Committee shall base its approval or disapproval on such factors as: Whether the person named was, at the time of his being named, a member of the Association; whether the list was submitted within the time limits prescribed in Article III, Section 3, above; the validity of the persons submitting the list of names; the number of delegates to which the local unit is entitled; and such other factors as the Credentials Committee may feel justified in considering.

## Article V—Membership Dues

The annual membership dues shall be

an amount determined by the Executive Committee and approved by the Association in business session at the annual convention. Membership dues may be paid through local unit organization or may be sent direct to the executive secretary.

## Article VI—Time and Place

The time and place of the meeting of the Association for the annual convention shall be decided upon in one of the business sessions of the Association. In case of an emergency or in case no decision is settled upon in the business session, then the Executive Committee shall act for the association in deciding upon the time and place of the next annual convention.

## Article VII—Officers

Section 1. The officers of the Association shall be: The President of the association, the Vice-President, the Recording Secretary, the Treasurer, and all members of the Executive Committee.

Section 2. The duties of the officers shall be the usual duties of the respective officers and such other duties as the association may prescribe.

Section 3. The executive secretary and the treasurer of the association shall give bond in such sum as the Executive Committee shall decide.

Section 4. The president of the association shall be elected for a term of two years and shall not succeed himself. The vice-president shall be elected for a term of two years.

In case the office of president is made vacant before the regular and full expiration of time of the elected president, the vice-president shall serve as the acting president until the next annual convention. In case of a vacancy in the office of president and vice-president, the executive secretary shall call a meeting of the Executive Committee and the Executive Committee shall select some one from its own membership to act as president until the next annual meeting of the association at which time a regular election shall be held.

Section 5. The executive secretary shall be appointed by the Executive Committee and shall be continued in office as long as his services are satisfactory. The Executive Committee shall supervise and direct the work of the executive secretary.

## Article VIII—The Executive Committee

Section 1. The Executive Committee shall be composed of the following: The president of the association, the vice-president, the recording secretary, the treasurer, the president of each of the district associations and six other persons elected by the association. The term of membership on the Executive Committee for the president and the vice-president shall be as described in Article VI, Section 4, except that each president shall remain a member of the Executive Committee for two consecutive years immediately following the expiration of his term as presi-

dent of the association. The recording secretary and the treasurer shall be elected by the association to serve for two-year terms. The six other members elected by the association shall also serve for two-year terms. The terms of office of these six persons shall be staggered for election periods such that two vacancies will occur on the Executive Committee each year. As a means of putting these six persons on a staggering basis after the adoption of this revised Constitution, the six persons on the committee at the time shall draw lots. The two drawing the highest lots shall continue to serve for three-year periods each, the two drawing the next highest lots shall continue to serve for two-year terms and the two drawing the smallest lots shall continue to serve for one year following which their terms will expire. A person may be re-elected to membership on the Executive Committee to succeed himself for as many terms as the association shall see fit to re-elect him.

Section 2. The president of the association shall be chairman of the Executive Committee. The Executive Committee shall have the powers herein stated, shall act as a general Advisory Committee for the association, shall have entire charge of the affairs of the association during the recess between annual conventions, and shall determine general plans for each succeeding annual convention. The Executive Committee shall hold at least one meeting during the recess between conventions and shall have authority to transact such business for the association as it may consider necessary for the good of the association. The expenses of Executive Committee meetings shall be paid by the association.

Section 3. The Executive Committee shall employ a certified public accountant to audit the books and financial records of the executive secretary and the treasurer at least once each year. The report of the audit must be published in the official organ of the association.

Section 4. The Executive Committee shall submit to the association a budget for the fiscal year following each annual convention. The budget submitted shall indicate the actual and estimated income and expenses for the incoming year. No money shall be appropriated from the treasury until the same has been considered by the Executive Committee and their report on the same presented to the association for approval.

#### Article IX—Election Committee

Section 1. A Committee on Elections shall be established as herein described below. This committee shall be charged with the responsibility of working out necessary and satisfactory plans for the holding of elections. The plans proposed by the committee shall be subject to the approval of the Executive Committee. The committee shall provide that:

(a) The names of all candidates or persons nominated for office shall be filed with the executive secretary at least 90 days before the annual convention.

(b) The names of all nominees that are to appear on the final ballots shall be announced and publicized at a time, in a manner, and to an extent consid-

ered satisfactory by the Executive Committee.

Section 2. The Committee on Elections shall be composed of two persons from and elected by each of the respective districts at the time of their annual district meetings. The president of the association, with the approval of the Executive Committee, shall also appoint additional persons to the committee, provided that the number so appointed shall not exceed 50% of the number elected by the district associations.

Section 3. The persons elected to serve on the Committee on Elections shall serve for a period of one convention year or until their successors are elected.

Section 4. The president of the association shall convene the Committee on Elections for its initial meeting. The committee shall elect its chairman from its own membership and otherwise organize themselves for carrying on their work.

#### Article X—Nominating Committee

Section 1. A Committee on Nominations shall also be established. They shall be elected, appointed, and convened in the same manner and consist of the same number as herein above prescribed for the Committee on Elections.

Section 2. The Committee on Nominations shall secure a copy of the candidates for office as filed with the executive secretary. From this list they shall select by ballot at least two nominees for each office in which there is a vacancy.

Section 3. The Committee on Nominations shall be charged with the working out of other details of plans incident to the preparation of the ballot to be used in each election. All plans worked out by the Committee on Nominations shall be subject to the approval of the Executive Committee.

#### Article XI—Election and Departments

The Executive Committee shall have authority to make provisions for as many sections and departments of the association as it sees fit.

#### Article XII—District Associations

As many district associations may be set up as recommended by the Executive Committee and approved by the association. District associations may formulate their own constitutions and by-laws so long as they do not conflict with the constitution of the state association. Each district must file a copy of its constitution and by-laws with the Executive Committee for approval before the district shall be authorized to function as a sub-division of the state association.

#### Article XIII—Quorum

Fifty per cent of the officers plus at least 100 other members of the association shall constitute a quorum. For Executive Committee meetings, at least 50% of the committee members must be present to conduct any official business. At any time when it becomes necessary to submit a matter of the vote of local unit delegates for a decision, then a majority of the registered local units must be represented by not less than 50% of the total number of certified delegates.

#### Article XIV—Amendments

Amendments to this constitution must be offered in writing to the Executive Committee who shall report the

same to the association with their recommendations not later than the day before a vote is to be taken on them. A proposed amendment when approved by two-thirds of the members present shall become a part of this constitution.

#### Article XV—Parliamentary Procedure

Roberts Rules of Order shall be the guide in any other parliamentary procedures not already specifically outlined in this constitution.

(Proposed for consideration  
at the Annual Convention,  
April 5, 1947.)

## THE SCHOOL'S RESPONSIBILITY IN MAKING DEMOCRACY POSSIBLE

(Continued from Page 4)

It must be eventually one world, one America, one school system.

Education is not a luxury—it is our great necessity. If we can afford to spend billions on war, we can spend millions that will give American children of all colors and races their birthright — good health and useful education.

Machines did not win World War II—men won it. Men who were able to operate the machines and make them; men who devised machines, men who discovered and applied the principles and processes of physics and chemistry—men of superior intelligence and extraordinary skills. The education and training of these men was and still is the responsibility of the school.

Men exist for the sake of each other—teach them then or be tolerant with them, for a child is better **unborn** than **untaught**. The responsibility of the school for helping students to grow in vocational understanding, and for developing attitudes in harmony with the demands of social and economic life, is apparent.

If democracy were as it should be, we would secure our intercultural education as we live together, go to school together, work together, play together and worship together without artificial barriers and without regard to superficial differences in physical appearance or ethnic origin. Since democracy is not that way—not yet, we must awake and accept the responsibilities of providing Negro youths with experiences which will enable them to live richer, fuller, more useful and responsible lives, else we throw our hands up in despair and cry—democracy, *Quo Vadis?*

# Report of Legislative Committee

The first meeting of the Legislative Committee was held in Raleigh, N. C. on December 7, 1946. Subsequent meetings were held as a result of which a small steering committee was appointed to carry out and implement, as best it could, the decisions of the entire committee. This committee was composed of Mr. A. H. Peeler, Mr. S. E. Duncan, Mr. W. L. Greene, Mr. J. T. Tarpley, and A. H. Anderson. This smaller group presented our proposals to the Joint Appropriations Committee of the General Assembly. Our committee received a cordial reception from the legislators, although at the time of our appearance they were pretty well worn out from a hard, long day of hearings. Our group received many comments on the quality of its presentation. A brief was handed to each member of the committee along with our presentation.

## Salaries of College Teachers

A Sub-Committee was appointed to make some studies and recommendations with reference to the matter of salaries of College Teachers. The following report was prepared by this Committee, with Dr. J. W. Seabrook as Chairman.

## Supplementary School Funds Provided by Local Community

Although the State of North Carolina some time ago equalized salaries of teachers and principals, removing all differentials based on race, many local communities still show differentials, in salary, as between Negro and White teachers and principals. These differentials are brought about by the inequitable manner in which local supplements are distributed, in these communities. Your legislative committee felt that this matter was important and that some effort should be made to gather information so that an intelligent attack might be made, looking toward elimination of this type of discrimination. The first step was in the form of a letter to Mr. Paul A. Reid, Comptroller of the State

Board of Education, asking the position of the State Board of Education with reference to disposition of such funds. (I shall read the letter to Mr. Reid and his reply).

As you can see, Mr. Reid disclaims, in the name of the State Board of Education any responsibility for this situation. Our next step was to write to the Attorney General for a ruling on this point. His reply is most significant.

As you can see, this ruling from the Attorney General denies the lack of responsibility of the State Board and states flatly that any discrimination based solely on race is a direct violation of the constitution of our state. This ruling represents a powerful weapon and only time has prevented its use so far. Your committee has some ideas as to what might be done with this weapon and will be glad to pass over this material with some recommendations to the new legislative committee to be appointed at this meeting.

## Recommendations

1. It is recommended that the functions of the Research Committee of the Association be merged with those of the Legislative Committee as the two are so closely allied that close tie-up is necessary.

2. It is recommended that the new Legislative and Research Committee be appointed immediately upon completion of installation of officers. This recommendation is made in the light of the many jobs remaining to be done which do not necessarily entail action on the part of the legislature. (Supplements, Representation on policy-making Boards, etc.).

3. It is recommended that the Association appropriate for this committee at least \$500.00 so that it might be possible to make the influence of the Association effective in improving school opportunities for Negro youth of our State.

4. It is recommended that North Carolina Negro College Conference be asked to make a study of the problem of salaries of college teachers and work closely with the Association's Research and Legis-

lative Committee in presenting this cause to the next legislature. It is hoped that such a study might begin immediately.

A. H. ANDERSON, Chairman

## THE PRESIDENT'S ANNUAL ADDRESS

(Continued from Page 1)

time at the 1946 annual meeting and the nominating committee was acting upon constitutional grounds when he was nominated for a second term.

I wish to assure the teachers that to the best of my ability I have attempted to serve what I considered to be the best interest of our Association. I bring these charges against me and my administration into the open because I know that many of you have heard and will hear rumors and charges concerning what has been done and why it was done. I wanted you to know the facts and as for myself, I am willing to stand by my record as a member of this association and as its president. What I have done, I would do again because it is my firm conviction that the teachers wanted it done and because it was in the interest of a progressive and dynamic program for our Association.

On tomorrow you will have the chance to vote your approval or disapproval of the steps which the president, the officers and the overwhelming majority of the Executive Committee have taken since the 1946 meeting.

Fellow teachers, there is but one question facing our Association a question which you alone can decide. That is: Shall we proceed in an orderly, organized, and unified effort to reach the goals which we have set for ourselves, or shall we permit a few prophets of disaster and despair to divide and split us up into so many factions that the gains which we have made will be nullified? Our Association is definitely moving forward. It is the obligation of each of us to see to it that the Association continues to move in this direction.

1947 Annual Convention  
Raleigh, North Carolina  
April 3-5, 1947

# North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA TEACHERS ASSOCIATION

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W. L. GREENE . . . . . Editor

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H. V. BROWN . . . . . Vice President  
W. L. GREENE . . . . . Executive Secretary  
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VOLUME XVIII . . . . . MAY, 1947 . . . . . NUMBER 3

## MINUTES

### NORTH CAROLINA TEACHERS ASSOCIATION SIXTY-SIXTH ANNUAL CONVENTION

Raleigh, North Carolina

THURSDAY, FRIDAY, AND SATURDAY

April 3, 4, 5, 1947

: : : : : :

### FIRST GENERAL SESSION

The first general session of the Sixty-sixth Annual Convention of the North Carolina Teachers Association was held in Greenleaf Hall, Shaw University, Thursday, April 3, 1947, at 8:00 P.M. The audience sang the "Star Spangled Banner," after which Reverend P. H. Johnson, president of the Raleigh Ministerial Alliance, offered the invocation.

Mayor Graham H. Andrews of Raleigh extended a cordial welcome to the convention on behalf of the citizens of Raleigh. Mayor Andrews' address was followed by a welcome address by Mrs. Nan P. Frazier of the Lucille Hunter School of Raleigh. Mrs. Frazier made a specific appeal to educators to stimulate and inspire in youth an ambition for a better life. She challenged out instructional techniques and raised the question as to whether they are fulfilling present needs.

Mr. H. L. Mitchell of the Gates County Teachers Association responded to the welcome address. Mr. Mitchell stressed the part that teachers can play in helping to make the world the type of community it should be. He reminded the teachers that it is their duty to help the boys and girls become the types of men and women they should be.

Vice-President H. V. Brown presented Mr. James T. Taylor, president of the North Carolina Teachers Association, who delivered the annual address. The president gave a review of the most significant achievements of the association since the last convention. During the delivery of his address, Mr. Taylor also projected points of clarification on somewhat beclouded issues, pertaining to the purchase of

the Lightner Building and the eligibility of the president for re-election. Both of these issues were interpreted in the light of the existing constitution and relevant sections of the constitution were quoted in substantiation of stated interpretations.

Mr. H. V. Brown introduced the guest speaker, Dr. D. J. Rose, president of the American School Board Association, who addressed the convention on "What Road Education?" Dr. Rose prefaced his remarks by admitting that "experiments make for progress," but he denounced the "trial and error" method as too costly. The speaker referred to teachers as the fountain head of all wisdom and warned us that we have a grave responsibility. Several challenging questions were posed by Dr. Rose: (1) Have we got education? (2) Is it the catching kind? (3) How many have caught it from us? Other points made by the speaker were: (1) "Teachers have belittled their profession in recent years; we should honor the profession"; (2) "The state should give adequate compensation for teachers' services, but there are greater values than money"; (3) "Industrial development is necessary to assure economic balance in our state"; (4) "The educated man must be able to appreciate the finer things of life"; (5) We must get children to school, get them interested, and keep them there. The beginner is our most important consideration. The primary and grammar grade teachers are specifically charged with this task"; (6) "We must take advantage of equal opportunities given by the state."

In regard to the race problem, Dr. Rose denied the existence of such; he labelled the problem as an individual problem. He stated that we must improve our machinery of Humanistics; we must realize that we are dependent upon each other; we must teach that persons are to be recognized who merit esteem; we must work and live together in harmony and understanding. The speaker prevailed for the discontinuance of strife. He criticized Dr. Embree's suggestion that "all Negroes go north, for there is no chance in the South." Dr. Rose quoted instances of proof of the Negroes' progress, and gave definite references which included the outcome of the Merit System in Abbeville, La. He also made specific reference to numerous contributions that Negroes have made to science, music, etc. The speaker emphasized that conditions today challenge us, but through education and unity we can give to a demoralized world HOPE. United we will succeed, but we must take the right road of procedure.

The president, Mr. James T. Taylor, announced the voting hours for the following day, outlined the general procedure to be followed, and read the names of the members of the Canvassing Committee. The Shaw University Choral Society furnished music for this session.

### SECOND GENERAL SESSION

Friday Night, April 4, 1947

The second general session of the North Carolina Teachers Association was held Friday, April 4, 1947, at 8:00 P.M. in Memorial Auditorium. Music was rendered by the Williston High School of Wilmington, N. C.

The president of the North Carolina Teachers

Association, Mr. James T. Taylor, read a special message from Miss Mary Price, executive secretary of the North Carolina Southern Conference for Human Welfare, and announced the receipt of \$10.00 from Dr. Charlotte Hawkins Brown, president of Palmer Memorial Institute, Sedalia, N. C. Special guests in the audience were recognized by the president and invited to the platform. Among these were Dr. N. C. Newbold and President F. L. Atkins.

Mr. Charles H. Bynum, assistant director of the National Foundation for Infantile Paralysis, gave a brief history of the development of the foundation and outlined its major purposes. He also informed the audience of the extent to which North Carolina had contributed to the foundation and stressed the foundation's offerings of scholarships in various fields of concentration, as well as the number of grants that the organization has made to several colleges. Mr. Bynum climaxed his remarks with an urgent appeal for our continued support of the foundation.

The guest speaker, Dr. Arthur P. Davis, professor of English, Howard University, Washington, D. C., was introduced by President Taylor. Dr. Davis addressed the convention on the subject, "A New Day and a New Challenge for the Teacher."

He prefaced his address by quoting an article which emphasized the existence of a low morale among teachers. Low salaries, community restrictions, too heavy teaching load, lack of security, lack of professional prestige, and arbitrary decisions by administrators were listed as some of the major causes of unfavorable attitudes of teachers toward their profession.

Dr. Davis urged teachers to capitalize on the present teacher shortage to press their demands, but he warned that we must be sure that we are prepared to merit our demands. He warned, further, that our group must be better prepared than other groups, and suggested that we recognize that we are underpaid and underprivileged workers. Dr. Davis advised that we organize into unions, as collective bargaining is definitely the order of the day. The speaker prevailed with the group to clean house, get rid of weak teachers, and raise the requirements for new ones.

In regard to our present teaching techniques, Dr. Davis suggested that we TEACH for a change, that we get back to fundamentals and basic facts; that we give children facility in executing these, and teach our children solid subject matter. He called attention to the fallacy of our curricular offerings and declared that we lack well-defined objectives.

Dr. Davis said that a considerable portion of juvenile delinquency is traceable to the teachers, and that discipline has broken down. He urged us to insist on scholarship, for in all fields of endeavor scholarship is demanded; it is becoming more and more necessary for adequate leadership. We must take a new approach to our problem and turn out better scholars, the speaker declared. Dr. Davis also warned against the existing complacency of teachers, and he pleaded for us to arouse pupils from this state. In conclusion, the speaker again emphasized that we, as teachers, must organize tightly, clean house, and turn out well-disciplined scholars.

President Taylor appointed the Resolutions Committee at this session: Mr. Malcom Williams, chairman, Messrs. E. M. Barnes, A. B. Reynolds, Fred

Rogers, W. C. Chance, N. A. Cheek, John Bias, Thebald Jeffers, and Mrs. Pearl Foster, Miss Willie M. Jeffries, and Mrs. Janie W. Hemphill.

An announcement of the Coordinating Committee for Extra-Curricula Activities was made. The committee consisted of: Messrs. S. E. Duncan, T. B. Jeffers, F. J. Rogers, A. B. Bingham, H. D. Cooper, and M. L. Wilson.

The revised constitution was read by Mr. J. A. Tarpley, chairman of the Constitution Committee, at the conclusion of the session. This procedure was in keeping with the provisions of the existing constitution that all amendments shall be read to the association on the day before action is to be taken on them.

### THIRD GENERAL SESSION

The third general session of the North Carolina Teachers Association was held Saturday, April 5, 1947, in Greenleaf Hall, Shaw University. The session was opened at 10:30 A.M. with prayer by Reverend H. S. Davis, which was followed by a song, "Blest Be the Tie That Binds," by the audience. Because of the appropriateness of the words of this composition, the entire four stanzas were sung.

The minutes of the 1946 convention were read. Considerable discussion ensued relative to the resolution affecting the election of officers. Several suggestions were made as to possible disposition of the question raised relative to the phraseology of the recording of action taken upon this resolution. Finally, the president, upon request, ruled that we proceed in the light of our minutes, and that whatever action followed this year as the result of the resolution is constitutional. The president's ruling was sustained and the minutes were adopted.

The president called for the will of the house in regard to interrupting the session to assemble outside for a group picture. The group preferred to forego the picture and continue the deliberations.

The report of the Elections Canvassing Committee was made by Dr. D. A. Thomas. The report follows:

### OFFICIAL TABULATION OF BALLOTING, NORTH CAROLINA TEACHERS ASSOCIATION

April 4, 1947

#### For President

|                       |     |
|-----------------------|-----|
| James T. Taylor ..... | 350 |
| J. R. Collins .....   | 33  |
| H. V. Brown .....     | 3   |
| J. W. Wiley .....     | 2   |
| B. D. Roberts .....   | 2   |
| Nelson Harris .....   | 1   |
| J. A. Tarpley .....   | 1   |

#### Vice-President

|                       |     |
|-----------------------|-----|
| H. V. Brown .....     | 327 |
| B. D. Roberts .....   | 17  |
| Foster P. Payne ..... | 2   |
| W. R. Collins .....   | 13  |
| C. Yokely .....       | 1   |
| A. Kennedy .....      | 1   |
| Lois McNeil .....     | 1   |
| W. T. Gibbs .....     | 1   |
| H. C. Goore .....     | 1   |
| E. H. Brown .....     | 1   |
| L. R. Best .....      | 1   |
| H. S. Davis .....     | 1   |
| E. M. Jarnagin .....  | 1   |

**Recording Secretary**

|                           |     |
|---------------------------|-----|
| Mrs. Ida H. Duncan .....  | 313 |
| Mrs. Elvira Daniels ..... | 65  |
| E. E. Manley .....        | 3   |
| M. Boulware .....         | 1   |

**Treasurer**

|                    |     |
|--------------------|-----|
| H. S. Davis .....  | 271 |
| N. H. Harris ..... | 118 |

**Executive Committee**

|                            |     |
|----------------------------|-----|
| N. L. Cannaday .....       | 283 |
| A. H. Anderson .....       | 236 |
| Malcolm D. Williams .....  | 225 |
| Mrs. Nan White Scott ..... | 118 |
| Mrs. M. B. Williams .....  | 111 |
| Mrs. Lucile Burton .....   | 102 |
| C. L. Blake .....          | 16  |
| O. R. Pope .....           | 1   |
| Carl Easterling .....      | 1   |
| H. C. Goore .....          | 1   |
| Virgil Cliff .....         | 1   |
| F. P. Payne .....          | 1   |
| W. A. Holmes .....         | 1   |
| B. B. Dobbins .....        | 1   |
| Mr. Mooreland .....        | 1   |
| H. C. Perrin .....         | 1   |
| J. W. Wiley .....          | 1   |
| Hemphill .....             | 1   |
| Cheek .....                | 1   |
| Grigsby .....              | 1   |
| Mrs. Sasso .....           | 1   |
| Knight .....               | 1   |

**CANVASSING COMMITTEE,**

C. D. Halliburton, Chairman  
 N. L. Dillard  
 A. J. Kennedy  
 E. C. Horton  
 D. A. Thomas.

**LEGISLATIVE COMMITTEE REPORT**

Mr. A. H. Anderson, chairman of the Legislative Committee, submitted a written report of the committee's work during the year. The report was adopted with thanks to the committee. The house favored combining the Legislative and Research Committees, and allowing \$500.00 for the work of this combined committee as requested by the Legislative Committee.

A press release, a brief presented to the Joint Appropriations Committee by the Steering Committee, and a copy of the letter received from the attorney-general in regard to schools; disposition of special tax funds; racial discrimination—are filed with this report.

The chairman of the Constitution Committee, Mr. J. A. Tarpley, distributed mimeographed copies of the proposed constitution to the group and moved that we accept the report of the Constitution Committee as a proposal to be published in our official Record and to be received as a matter to be acted upon at our next annual convention. This motion was seconded by Mr. A. H. Henderson and carried.

Other proposed amendments were offered. The disposition of these proposals finally terminated in a motion by President Daniel that "any further proposals for constitutional changes be sent to the executive secretary's office by registered letter, postmarked not later than January 10, 1948. This motion was seconded by Mrs. McCorkle, and carried.

President Daniel moved that, "It shall be mandatory upon the Constitution Committee that all pro-

posed amendments shall appear in the March issue of the Record. Reverend S. F. Daly seconded this motion and it was carried.

Reverend Daly moved that the proposed constitution as submitted at the convention by the Constitution Committee be published in the first issue of the Record. This motion was seconded and carried.

In reply to the question as to whether additional suggestions for changes in the proposed constitution will be accepted when it comes up for action, the president referred to provisions of constitution covering the point.

In regard to the Lightner Building, the president stated that we can save ourselves thousands of dollars if we amortize the mortgage as soon as possible. With this idea paramount, the Executive Committee, in session Saturday, January 25, 1947, endorsed a recommendation that the annual association fee be raised to \$5.00 for the next four years, beginning with 1947, in order to liquidate the mortgage on the Lightner Building in a shorter period, and to enable us to remodel the building. The committee further agreed that the \$2.50 voluntary contributions already collected should constitute a part of the 1947 \$5.00 membership fee. In the light of this action of the Executive Committee, the Executive Committee recommended to the North Carolina Teachers Association "that we raise the \$2.50 annual membership fee to \$5.00 for the next four years, beginning with 1947, and that the Executive Committee be authorized to use \$2.50 of each fee for the purpose of remodeling the Lightner Building and amortizing the mortgage on the same." A motion to adopt this recommendation, which was duly seconded, was arrested on a point of unreadiness by Mr. Carl Harris, who offered a substitute motion "That the increase in membership fee be studied—along with the proposed constitution—until the next annual convention." The idea was expressed that teachers would not accept an increase in membership fee. The president surrendered the chair to the vice-president, Mr. H. V. Brown, and spoke to this point. He reviewed the increase in membership fee from \$1.00 to \$1.50 to \$2.50, aside from the amount received to date through voluntary contributions. The president appealed to the house to sustain the Executive Committee's recommendation in this matter.

A full discussion of the point was permitted, pro and con. Mrs. McCorkle stated that "If we are going to take our places among standard professional organizations in the country, we must pay the price, we must pay for what we want." Miss Doretha Williams suggested that principals put forth special effort to sell the idea to their teachers, and she expressed the conviction that teachers are willing to pay additional fees in support of their organization. Mr. Washington of Wise suggested the initiation of a life membership system.

The substitute motion was voted down, and finally a standing vote was taken on the original motion. Messrs. J. C. Bias, E. M. Barnes, W. L. Greene, and H. V. Brown acted as tellers for the left section, right section, center section, and platform, respectively. The count as reported was:

|                      | For | Opposed |
|----------------------|-----|---------|
| Left section .....   | 34  | 11      |
| Right section .....  | 23  | 11      |
| Center section ..... | 56  | 18      |

|                |     |    |
|----------------|-----|----|
| Platform ..... | 9   | 0  |
| Total .....    | 122 | 40 |

The motion was carried.

Mr. W. B. Wicker, president of the Piedmont District Teachers Association, appealed to the principals to go back to their respective units and report this decision to the teachers. He expressed the conviction that if the principals would follow this procedure they would get favorable results.

The executive secretary, Mr. W. L. Greene, read the auditor's report. A motion was carried that the auditor's report be adopted as published. (See October, 1946, Record.)

### EXECUTIVE SECRETARY'S REPORT

The following statements of progress during the fiscal year were given:

|                                                                               |             |
|-------------------------------------------------------------------------------|-------------|
| 1. Membership income to April 4, 1947.....                                    | \$13,627.50 |
| a. Paid memberships to April 4, 1947 .....                                    | 5,451.00    |
| 2. Special contributions to April 4, 1947..                                   | 3,057.00    |
| 3. Building rents, advertising, subscrip-<br>tions and Placement Bureau ..... | 1,555.47    |

Total receipts to April 4, 1947.....\$18,239.97

The treasurer's report, which had been mimeographed and distributed to the group, was adopted, Cash on hand checking account Aug. 31, 1946, Union National Bank, Oxford, N. C. .... \$ 7,433.84

Building Fund Account, Mechanics Bank, Raleigh, N.C. .... 2,015.04  
August 31, 1947 .....

Saving Account Mechanics Bank, Durham, N. C. .... 4,878.54

Total cash Aug. 31, 1947  
from all sources ..... \$14,327.42

Receipts Nov. 19, 1946..... 1,500.00  
Nov. 29, 1946..... 2,500.00  
Dec. 16, 1946..... 1,500.00  
Jan. 16, 1947..... 2,000.00  
Mar. 21, 1947..... 3,000.00  
Mar. 31, 1947..... 2,000.00

Total receipts ...\$12,500.00 \$26,827.42

2,500.00 2,500.00

Grand total .....\$15,000.00 \$29,327.42

### Expenditures

Building fund on purchase of  
building, Raleigh, N. C..... 2,015.04  
Saving account toward pur-  
chase ..... 4,878.54  
Expenditures from checking  
account, Union National  
Bank, Oxford, N. C..... 12,554.82

Total expenditures .....\$19,438.40

CASH BALANCE ..... 7,389.02  
2,500.00

\$9,889.02

### Payment on Building Teachers Association

Building fund, Mechanics  
Bank, Raleigh, N. C. .... \$ 2,015.04  
Saving account Mechanics  
Bank, Durham, N. C. .... 4,878.54

Checking account Union Na-  
tional Bank, Oxford, N. C. .... 4,129.73

Initial payment ..... \$11,023.31  
1946 November payment... 443.91  
1946 December payment .. 443.91  
1947 January payment .... 443.91  
1947 February payment .... 443.91  
1947 March payment ..... 443.91

Total payments through Mar.  
31, 1947 ..... \$13,242.86

During the brief discussion of the proposed bud-  
get, the restoration of the debating activity was  
mentioned. The executive secretary stated that the  
proposed emergency fund allotment could take care  
of this activity if it is revived during the year.

Mr. L. H. Hall questioned the amount suggested  
for three items in connection with the executive  
secretary's office—the salary of the executive secre-  
tary, the salary of the office secretary, and the tra-  
vel expense of the executive secretary. Mr. Hall's  
direct question was: "Can we afford the amount of  
money required and suggested for these three  
items?" In reply to this query, Mr. Hall was assured  
that we can afford this amount in the light of the  
anticipated income as outlined in the proposed  
budget. The proposed budget was adopted.

### BUDGET ADOPTED FOR FISCAL YEAR

#### BEGINNING SEPT. 1, 1947

|                                                                                                          |           |
|----------------------------------------------------------------------------------------------------------|-----------|
| President's office .....                                                                                 | \$ 300.00 |
| Recording secretary's office .....                                                                       | 100.00    |
| Treasurer's office .....                                                                                 | 75.00     |
| Executive secretary's office .....                                                                       | 750.00    |
| Salary, office secretary .....                                                                           | 1,650.00  |
| Salary, executive secretary .....                                                                        | 3,750.00  |
| Travel, executive secretary .....                                                                        | 500.00    |
| Bonds and audit .....                                                                                    | 100.00    |
| Publication and mailing Teachers Record .....                                                            | 2,200.00  |
| Equipment necessary to mailing Teachers<br>Record to individual teachers .....                           | 650.00    |
| Emergency fund .....                                                                                     | 500.00    |
| Executive committee meetings .....                                                                       | 350.00    |
| Legislative and Planning Committee (this<br>committee to be combined with Re-<br>search Committee) ..... | 500.00    |
| District meetings .....                                                                                  | 800.00    |
| Convention expenses, general .....                                                                       | 500.00    |
| Convention social affair .....                                                                           | 150.00    |
| General section .....                                                                                    | 350.00    |
| Department of Foreign Language<br>Teachers .....                                                         |           |
| Department of Home Economics<br>Teachers .....                                                           |           |
| Department of Vocational Agricul-<br>ture Teachers .....                                                 |           |
| Department of Industrial Education<br>Teachers .....                                                     |           |
| Department of Music Teachers .....                                                                       |           |
| Department of Physical Education<br>Teachers .....                                                       |           |
| Department of Librarians .....                                                                           |           |
| Department of Extension Educators .....                                                                  |           |
| College section .....                                                                                    | 100.00    |
| High school section .....                                                                                | 250.00    |
| Department of high school principals .....                                                               |           |
| Department of Mathematics and Sci-<br>ence Teachers .....                                                |           |

|                                                    |                    |
|----------------------------------------------------|--------------------|
| Department of English and History Teachers         |                    |
| Elementary section .....                           | 400.00             |
| Department of Elementary Supervisors               |                    |
| Department of Elementary Principals                |                    |
| Department of Grammar Grade Teachers               |                    |
| Department of Primary Teachers                     |                    |
| Incidental and mortgage payments on building ..... | 6,500.00           |
| Gifts                                              |                    |
| Interracial Commission .....                       | 50.00              |
| N. A. A. C. P. ....                                | 50.00              |
| American Teachers Association .....                | 25.00              |
| Assn. for Study of Negro Life and History .....    | 25.00              |
| Oxford Orphanage .....                             | 100.00             |
| <b>TOTAL</b> .....                                 | <b>\$20,725.00</b> |

#### Estimated Income (all sources)

|                                  |                    |
|----------------------------------|--------------------|
| Membership, 6,500 @ \$2.50 ..... | \$16,250.00        |
| Net from building rents .....    | 3,540.00           |
| Advertising .....                | 1,000.00           |
| Placement Bureau .....           | 15.00              |
| <b>TOTAL</b> .....               | <b>\$20,805.00</b> |

The Executive Committee recommended that the constitution be amended so that voting in 1948 would begin at 11 a. m. and continue until 6:30 p. m. A motion was carried unanimously that "The voting period be set from 11:00 a. m. to 6:30 p. m. on the second day of the convention; that the constitution be amended to this effect, and that the Executive Secretary be instructed to include this announcement in each issue of the Record."

The report of the Resolutions Committee was adopted.

Mr. H. D. Cooper made the point that it is expected that the Executive Committee will see that these resolutions are acted upon.

Miss T. E. Koger of Winston-Salem made some suggestions to means by which effective approaches might be made in attacking discriminatory practices in teacher supplements in salary. Mr. Carl Easterling moved that we go on record as encouraging our leaders to redouble the efforts to organize in local units, and get a larger number of schools to declare Friday as a holiday so more teachers can attend the convention.

President Taylor informed the group of the Executive Committee's action pertaining to the latter suggestion, and he stated that state superintendent Erwin's and Dr. Newbold's replies to our request that they contact superintendents and urge them to provide a free day for teachers to attend the annual convention was that "white schools don't close," and that they didn't feel that they should comply with our request.

A motion to table Mr. Easterling's motion was carried.

Mr. I. H. Miller called attention to the plan to revive and vitalize the college section during the year. The time and place of the annual convention remained unchanged for another year.

The newly elected officers and Executive Committee members were installed by President F. L. Atkins.

Benediction was pronounced by Reverend H. S. Davis.

Final adjournment.

JAMES T. TAYLOR, President

IDA H. DUNCAN, Recording Secretary

## "Through the Senses"

By A. H. PEELER, Principal J. C. Price School, Greensboro.

### PLANNING FOR NEXT YEAR

*This is the fourth and last of a series of shorts on audio-visual aids.*

1. Take some time out and list the basic learnings that you have attempted to get across this year. Carefully evaluate these. On another sheet of paper copy from this list the learnings which for some reason were apparently unsuccessful. A study of this last list will more than likely reveal the fact that the unsuccessful experiences are for the most part in the area of the abstract material. This is where the multi-sensory experiences enter the picture. In planning your work for next year try to avoid these failures by keeping the "concrete idea" in your work. Now is the time to plan for this. All types of Audio-Visual

Aids will help. (See any standard reference on Audio-Visual Aids for types of aids.)

2. Many of us will attend summer school this year. In most instances it will be possible to take some courses in the field of audio-visual aids to promote better learning. We can be of great service to our several groups by taking advantage of these courses and bringing the material back to our fellows.

3. A very helpful activity is that having the pupils to record their experiences of the summer. This may be done in a number of ways. Choose the one that fits your situation best. These experiences can be so guided as to contribute much to the learning experience of next year. The pupils will be glad to help plan such a summer program. This type of program will stimulate cre-

ative activity on the part of the pupil. Such a program will also have the approval of the parent.

4. This season of the year is the time to plan purchases for next year. Look over what you have. Decide what you need and plan now for securing these things. If we wait until next fall to do the planning, half the year will be gone before what is ordered can be placed in use. To order now will also give the whole staff an opportunity to share in the planning. The school board, the superintendent and all others responsible for the purchase of materials will lend their cooperation in this type of advanced preparation.

5. Finally, I wish to thank all of those who have been kind enough to make expressions about this series of articles. It is my hope that some good has been done.

# A New Day and a New Challenge for the Teacher

*An Address Delivered at the 66th Annual Convention N.C.T.A.*

*By DR. ARTHUR P. DAVIS, Professor of English, Howard University*

The New York **Times** for February 15 of this year had the following lead for one of its educational articles:

"Never before has the morale of the (Nation's) teaching staff been so low as it is today. Everywhere teachers are discontented, dissatisfied with their profession, almost ashamed to be teachers."

The article then proceeds to point out that teachers no longer feel that their work is valuable or important; they are no longer certain that they are making a valid contribution to society; in short, they have lost confidence in their profession. Having lost confidence, many, when the opportunity came, got out. America has lost 350,000 teachers since 1941. At the present time, 110,000 persons are teaching on emergency permits; and the nation right now needs at least 60,000 qualified teachers.

The reasons for this alarming state of affairs are obvious. The teaching profession has lost face because of the following conditions (and I am quoting now the opinion of 300 deans of colleges as reported in the **Times** on February 16):

(1) Because of low salaries. (The average teacher now gets \$37 a week; but over 200,000 receive less than \$25);

(2) Because of community restrictions and pressures on the teachers' life outside the classroom;

(3) Because of too-heavy teaching schedules;

(4) Because of arbitrary decisions of school administrators;

(5) Because of too many technical regulations to get certificates;

(6) Because the public considers teachers inferior members of the community (and they often are in the matter of training);

(7) Because of the feelings among the pupils that teachers are introverts and misfits;

(8) Because the teaching profession lacks the social prestige the other professions have; and

(9) Because there is too much "political" influence with respect to a teacher's promotion and advancement. (Very few states have tenure. As a conse-

quence there is very little security in the profession).

These then are the reasons why people are staying out of the teaching profession, why many have left it, and why those of us who are still in it, are suffering from that feeling of inferiority and futility I mentioned above.

I should like to point out here, that the teacher of other years, although he never made much money, had the respect of his community and his world. Today we have lost even that frail prop. If there is a forgotten man of this era, it is the school teacher. Even coal-heavers can sneer at us, because they know our position on the economic totem pole. I think one of the best commentaries on our position is the attitude the man-in-the-street takes towards the Ph.D. To him the M.D.'s are the "real" doctors. The Ph.D.'s he contemptuously dismisses as **Poor Hungry Doctors**, (and the truth of the matter is that he is not so far wrong at that).

But there is another side to this dismal picture. Since September of this school year, we have had over fifteen strikes and walk-outs (most of them successful) among the nation's teachers. The first strike took place in Norwalk, Connecticut, in September. Since then New York, Chicago, Detroit, Buffalo, St. Louis and St. Paul have felt the militant pressure of an aroused teaching group. In the latter city, 1,160 teachers walked out and stayed a month, coming back only when the major portion of their demands were met.

This is something new in American life. The worm has turned. The poor, lowly down-trodden teacher whom the editorials pity and whom the comic books ridicule—this poor Casper Milktoast has learned to fight back. It took a world war, starvation wages, and, most important of all a realization of his own worthlessness in the social scheme to make him do it.

And even though, as I have stated above, our morale is now at its lowest ebb; yet in one way, it is at the most propitious level in our history. The teacher has suddenly realized what a chump he has been all these years. Thoroughly ashamed of himself and disgusted at his own stupidity, he is beginning to glare around him, looking for a fight. And this, I say, is the best thing that has ever happened to him.

The most refreshing part about the whole situa-

tion is that the teacher **can** fight back now. He no longer has to submit to the petty tyranny of supervisor or superintendent. He doesn't have to kowtow to stupid and arrogant members of the school board. The times are in his favor; the law of supply and demand is his bulwark. It is too hard to get teachers nowadays for school boards to be too arbitrary. For the first time in our history the school teacher can throw his weight around if he wants to. He can protest and demand and threaten with impunity. For the present, he definitely has the whip hand. This is a new day for the American teacher, and he should make the most of it. Through strikes and walk-outs and every other legal means he should take advantage of this emergency to win for himself a decent place in the sun.

But, my friends, protest works both ways. It will open to us new opportunities and advantages; it will also present us with new challenges and obligations. All of this recent publicity on our plight has showed the nation not only our low salaries but also our low degree of preparation and efficiency. In order to regain the respect of the nation, we must put our own house in order. When we make demands, we must be prepared to **merit** those demands.

And this is particularly true of us as Negroes. All that I have said so far applies to all teachers, but from here on I wish to direct my remarks specifically to our group. I do not mean to imply that we are so much worse than the other group. Our problem is that in everything in America, we must be far better—the underdog must be superior, if he is to survive.

With this national emergency in our profession, **now** is the time for us to take stock and to get ourselves straight. It will be a long time before we have another opportunity like the present. The nation's press and the nation's interest are not going to be focussed long upon us. We should act now, and by act now I mean really start making some much-needed changes in the approach to our profession.

I am interested as much as any person can be in better salaries and all of the other physical advancements which we must get **now**. But I am even more interested in the kind of improvement, which for want of a better name, I call "spiritual," which we as Negro teachers will make as a result of this crisis.

What then are some of the things **we** must do?

1. The first thing, it seems to me, that we as Negro teachers should do is to recognize the fact that we are workers—underpaid and underprivileged workers—and organize ourselves accordingly into unions. There has been too much false dignity and social pretense about our profession. Once we get it into our heads that we are not essentially different from tobacco workers or steel workers we will begin to learn the necessity for union organization.

Let me be specific—you have here in your association one of the finest groups of its kind anywhere; it is an excellent organization measured by any standards; but it is naturally limited by its structure. If, on the other hand, you were a CIO union,

you would have behind you in all your efforts, not just the Negro teachers of North Carolina, but the whole powerful national CIO organization. And this is most important in an age in which collective bargaining has become the accepted and expected mode of negotiation.

Negro groups—particularly white collar groups—in the past have always been gentlemanly and respectful in their requests, and they have usually appealed to a sense of fair play and good will in those with whom they dealt. Unfortunately that method of appeal is now definitely outmoded. For better or for worse, this is an age in which the only effective language is the language of the boycott, the walk-out, the strike. You need a strong kind of union organization for this type of bargaining. And even though you are teachers, you must not be squeamish about such methods. It is the temper of the age, and you cannot escape it. These are tough times, and if you expect to improve your condition you must be tough with them.

And by getting tough, I don't mean merely beligerantly organizing just for higher pay. In getting tough you must be hard on yourselves as well as on those with whom you bargain. You ought to clean house, get rid of those weak vessels who are still teaching, and set up new and stringent standards for those who come into your group. Do what the doctors have done—build a hedge around your profession by raising requirements and making all hew to the line. It is the only way you can guarantee your own security and raise your social prestige. So long as a person who can't do anything else under God's sun can always drop into teaching, just so long will we remain on the bottom rung of the social ladder financially and spiritually.

2. The second thing that we as Negro teachers can do is to **teach** for a change. We haven't really been teaching. We have been playing games, and building projects, and constructing lesson plans, and integrating personalities, and meeting the needs and doing all of that other tobbledog which ultra-progressive educators have been spewing forth for the last decade or two. But our children need, above all else, a command of the good old-fashioned tools of education: the ability to read, to spell, to write correctly, and to figure accurately. I am not an old fogey. I am not opposed to education. I am opposed to the nonsense connected with it. But I know from daily experience that nothing takes the place of good, old-fashioned, unadorned basic facts and facility in the handling of these facts. And that is what we do not give.

Your convention theme this year — "educating youth for an intercultural and technological world"—is an excellent one, but it is a direct criticism of our teaching. We are certainly not educating youth for an intercultural world. In the first place, one of the weakest areas in our Negro schools is the foreign language department. We speak of being practical in our schools, but true practicality for the world of tomorrow would be to emphasize Spanish and Portuguese and Russian.

With a world daily growing smaller, and with South America and Russia emerging from the past war as the major spheres of interest for us, the

languages of these two countries are of primary importance. But one would never think so to observe the curricula of our schools.

Or take the matter of a technological world. How much hard, orthodox, mathematics, physics, and chemistry do we teach in our high schools? The world of today and tomorrow is a scientific world, but I know one well-known Negro technical high school that doesn't offer a single course in pure physics, pure chemistry, or pure mathematics. When Stimson said during the past war that many Negroes didn't have enough training to handle certain modern weapons, I wasn't surprised. So many of our schools (not all to be sure), but far too many have **diluted** the very subjects which are the background of a technological world. Mathematics and science among Negro students are considered bugbears, and during seventeen years of college advising, I have never known **one** student to take **either** as an elective. The fault lies with the public school teacher. You have allowed our students to build up a false concept of these subjects, and by so doing you have crippled them for modern living.

Speaking again of a technological world—America is becoming more and more predominantly industrial, but we as a group are barely hanging on to the fringe of this industrial civilization. We are outside of it—both at the top and at the bottom—as worker and as labor leader. Yet in our trade schools we go along in the same old outmoded manner, turning out students in the same old outmoded skills and techniques, while the new world of power and steel, of plastics and aerodynamics, of diesels and television rushes by us, leaving us behind.

How many of our trade and high schools prepare their students for a world of trade unions. It would be practical to do so because the majority of high school graduates will be workers and will certainly meet the world of organized labor when they leave school. Do we teach such things? Of course not.

As a matter of fact, I am afraid we don't teach much of anything, because we really don't have any well-defined objectives. Vacillating between progressive tendencies on the one hand and orthodox methods on the other, we are neither fish nor flesh. But I say to you tonight, if you are not teaching your students good old-fashioned subject-matter, you are doing them a grave injustice. Our students need down-to-earth solid stuff and plenty of it.

3. The third thing that we need to emphasize as Negro teachers is discipline. A considerable share of the responsibility for all of this juvenile delinquency that we read about may be traced back to us. Discipline has broken down in our schools almost completely on all levels—from the kindergarten to the college level, and we are grinding out daily a generation of roughnecks with no manners and no culture.

Part of this lack of discipline goes back to the principals. Many of them, harrassed by all kinds of community pressure, either openly "play" the students or refuse to take a stand. The same sort of thing obtains in colleges. In the old days, the dean kicked a boy out if he deserved it. Nowadays you have to have about three committees to try a boy, and, of course, he is always exonerated. There is ■

saying in some of our Negro colleges that a student has to kill the president or a member of the board of trustees before he is shipped. He wouldn't even be called in for shooting a professor.

It is our duty as teachers to instill discipline. Moreover, in technological world, discipline is much more important than in a world of rugged individualism. One of the queerest paradoxes of our modern education to me is that though the world is becoming more and more highly regimented, witness your labor unions, yet in modern education, the student is urged more and more to do as he pleases. There are too many people in the world today for any of them to be undisciplined.

And when I say **discipline**, I don't mean **docility**. You have taught too much of that already. Our schools and colleges have done more, it seems to me, to break the spirit of the Negro race than any other single factor. I think this fact is well-illustrated by the anecdote told me by Dr. Hugh Gloster, professor of English at Hampton. During the past war, he was taken from a train and beaten in Tennessee. The next morning the sheriff, a fatherly old man, visited him in his cell. "What do you do for a living boy," he asked. "I teach in Atlanta," Gloster replied. "Why, I am surprised at you," said the sheriff, "you're a school-nigger; you ought to know better than to talk back to a white man."

What a commentary! The South does not expect "school-Negroes" to speak out of turn. And they don't. In other countries, the students, particularly of minority groups, are the ones who spearhead revolutions and who set up underground movements. In America the Negro school is the citadel of the status quo, and the Negro teacher, ninety-nine times of a hundred, is an apostle of reaction.

It is possible, however, to indoctrinate manhood along with discipline; but you have to **live** manhood in order to instill it. As teachers we ought to try it for a change.

And last and most important of all, we must insist on scholarship (and I use the word here in its broader sense). This is the crux of all that I am trying to say. In spite of bad schools, in spite of inadequate equipment, in spite of the economic and sociological factors against us, we must somehow turn out scholars. The need for scholarship among our group is the most urgent need in Negro education today; every teacher realizes this fact deep down in his heart; every intelligent test accentuates it. And yet, somehow, we seem to do nothing about it; we just don't face it squarely.

In the first place, scholarship is important in and of itself aside from all other considerations. To know some one field well and to be confident that you know it well somehow makes you glow inside. It is a rich feeling, and it brings joy that cannot be taken from you. Moreover, there is the further and slightly snobbish pleasure that you get from knowing you are different from the average unthinking herd. Whenever you know more than another person, you are that person's master no matter what your superficial relationship may be. To use a trite phrase, knowledge is power; it is an enjoyable power, and the least harmful power I know.

I hate to drag in a racial reason, but high scholarship among our group would tend to dispel some of our feeling

of inferiority and outsiderness. If it were discovered, for instance, that our Negro schools were turning out better prepared students than the white and this became a recognized fact, I don't believe that it would lessen the prejudice against us; but I am certain it would do a tremendous lot for our self-esteem, and that would be no small contribution.

Moreover, because of the increasing complexity of our civilization, scholarship or a thorough knowledge in one or more fields is becoming a real necessity for successful living. Take for instance, the field of journalism. Many of the Negro papers were started by men without formal training. They laid an excellent foundation and did a good job of establishing an infant industry. But the Negro newspaper is now "big business." The papers are making tremendous amounts of money and can pay excellent salaries. But they are terribly handicapped by lack of personnel. They are no longer looking for untrained men no matter how ambitious these men may be. They need scholars in their editorial offices and on their reporting staffs—scholars who have had good sound courses in the social sciences, and who can analyze and interpret the news. They need scholars in their business offices who know formal economics and statistics, and who know them thoroughly enough to make consumer surveys and analyses. The Negro newspapers are literally begging for scholars, but there simply aren't enough to go around. And remember that four of New York's biggest dailies, including the *Times*, now have Negro reporters. In one of these positions, there is a man who has had very little journalistic experience, but he is a student of economics and he knows thoroughly the field of labor relations. He was chosen in preference to another applicant who has had twenty-five years of newspaper experience. Newspapers, white and black, want scholars today. And the newspaper field is but one of many I could name making the same demand.

In all fields, scholarship is speaking out loud these days. A man has to know some one thing extremely well; he has to be more than the average vaguely educated person. For example, even those places formerly reserved for genial well-meaning, hat-in-hand Negroes are now requiring scholars and not Uncle Toms. Robert Weaver recently took the position of race relations co-ordinator of the city of Chicago. In former years some safe ward-heeler would have gotten that job. But the times demand that a race relations person have a thorough knowledge of social conditions, in short he must be a scholar. Weaver is a Ph.D. in economics from Harvard and an able research man and scholar.

William Hastie's appointment as Governor of the Virgin Islands was really initiated by his brilliant record at the Harvard Law School. Whatever Southern senators felt about the appointment, they couldn't question Hastie's ability. He is one of America's finest legal scholars measured by any standards.

The case of Allison Davis is similar. Because he is a top-ranking scholar, Dr. Davis has become the first full-time Negro professor at the University of Chicago. There is really only one valid reason for Chicago having a Negro on its faculty. It is simply this: that that Negro must be an authority in his field. Just to be fairly good is not enough. You can buy "fairly good" people a dime-a-dozen, and you don't have to create a racial issue to have them on your staff. Race is always a factor in any American consideration, but high scholarship can and does transcend the racial barrier.

In a similar manner, we had during the war Dr. Ralph

Bunche in the State Department as Acting Chief of the Division of Dependent Areas, a unique appointment in American history. Bunche is not a politician. In former years again, the government would have put a good and deserving party Negro in the State Department (as it does in the Recorder's Office) just to say that it had the race represented. The recipient of this honor, of course, would not be expected to do anything. But the State Department actually needed a scholar who knew colonial areas. Bunche is such a scholar, and he has been an **active** member of every important conference during the last three years. Bunche was in the State Department because of his scholarship and for no other reason. And he was kept there by a Secretary of State of South Carolina!

In pointing out these specific cases (and, of course, I could thoroughly give many more)—I have tried to show that thorough scholarship is becoming daily more and more of a necessity for adequate leadership. It is therefore the duty of our schools to see to it that our students leave with the best scholarly preparation that we can give them.

As teachers and as administrators, we must place a **new emphasis** on scholarship; we must insist upon a far stricter discipline and a much fuller performance than we have heretofore demanded from our students. The plea that I am making sounds so simple it may seem like anticlimax, but I assure you it is not simple. It is a very profound challenge.

We can't go on turning out the mediocre products we are now grinding out. We owe it to both ourselves and to the students to take a **new approach**.

We are all tired of hearing that Jewish-Negro-minority analogy, but I sincerely believe that the extremely high scholarship which you find at CCNY is due in a large part to the fact that eighty percent of its enrollment is Jewish, and further that there is an awareness on the part of those Jewish students that very few avenues will be open to them unless they are the very best in their respective fields.

We need that kind of awareness in our schools much more than the Jews. In fact, we have it, but it is not an effective awareness; it is a griping and not a motivating awareness. Negro students are the most complacent minority students in America and their teachers are even worse. They know that the cards are stacked against them, but this knowledge does not spur them to superior effort. As teachers we must somehow arouse them. Without becoming too ardently racial, we must touch their emotions and make them see that their position in American life demands **extra effort**. This realization must become an organic part of the Negro student's thinking.

And this means that for a while, we shall have to make bricks without straw; it means that we are going to forget all of the physical and material handicaps now facing us make up our minds that in spite of everything, our students are going to measure up when they leave us.

Yes, my friends, even though we, as teachers, have fallen on evil days, even though we have reached a new low in morale, I feel as I have said above, this crisis offers us our greatest opportunity. If we organize tightly and clean house, if we make up our minds to turn out disciplined scholars, and if we determine that no student will leave us who has not done the best he is capable of doing, we need not worry about the pay or the social prestige we now lack. These things will come to us and, in addition, something worth much more—we shall regain our self-respect.

# The Report of the Resolutions Committee

The report of the Resolutions Committee was read by Mr. Malcolm D. Williams, chairman of the committee.

1. We wish to express to the colleges, public school teachers of Raleigh and Wake County, Boy and Girl Scouts of Wake County, city officials and all other groups our sincere appreciation for the many hospitalities they have extended the North Carolina Teachers Association during this, its 1947 meeting.

2. We thank the participants — speakers, glee clubs, and all others who appeared on the department, section and general programs.

3. Be it resolved, that in all contacts with the Department of Public Instruction in matters of salary that the principle of equalization be extended to college teachers.

4. In as much as there are some members of this Association who are alleged to have been unjustly dismissed from their interest in civic affairs, and this to the detriment of the cause of education, be it resolved that the North Carolina Teachers Association investigate and report on the dismissal of any members of the association who are, or who may be, deprived of their positions without just cause, and that members of our profession exercise the highest type of professional ethics in matters of this sort.

5. Be it resolved, that the North Carolina Teachers Association go on record as urging the passage of federal laws for the support of public education, and that all sums so appropriated be distributed ac-

cording to needs of schools without regard to race.

6. Be it resolved, that the North Carolina Teachers Association request that the President of the United States of America continue his Commission on Education until its purposes have been realized.

7. Be it resolved, that we highly endorse the North Carolina Good Health Association program and the bill regarding sanitation in the public schools.

8. Be it resolved, that we petition the Legislature to provide that equal opportunity be provided the Negro students of North Carolina to obtain medical, dental and pharmaceutical training within the state.

9. Be it further resolved, that the Governor be urged to appoint a Negro representative on all committees that have to do with tax supported institutions in which Negroes are involved.

10. Be it resolved that we petition the State Board of Education and local boards of education that they practice fair distribution of new bus replacements.

11. Because of the wide spread interest on the part of the teachers generally, be it resolved that the Executive Committee permit the teachers to express by ballot their preference as to the time of meeting of the Association other than the Easter season.

12. Be it resolved that, since the Legislature has failed to provide the necessary funds for employing attendance officers that the county and city administrative units be urged to make provision for the employment of such officers.

Respectfully submitted: Miss W. M. Jeffries, Mr. Fred Rogers, Mrs. Pearl M. Foster, Mr. N. A. Cheek, Mrs. Janie Wallace Hamphill, Mr. J. C. Bias, Mr. M. C. Chance, Mr. E. M. Barnes, Mr. Malcolm D. Williams, Chairman.

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October  
1947

# North Carolina Teachers Record

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*Official Publication of the North Carolina Teachers Association*

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## "OUR NUMBER ONE PROFESSIONAL NEED"

———"The foundation of our united profession is the local association. There are approximately 2000 local associations affiliated with the NEA. If the entire country were adequately served by local associations, there would be at least 6000. This means that to achieve a reasonably complete organization 1000 **additional** local associations would need to affiliate during **each** of the four remaining years of the Victory Program, and each of these would need to develop a program of member service and welfare, community relations and service, statewide projects, national projects, and world service. What an immense field for leaders!

Let the goal be: Every community in America served by a dynamic local association with at least one officer in a state or national leadership school each year. By such means we can make our profession effective in building a better world."

———Joy Elmer Morgan in NEA Journal (editorial)

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NEXT MEETING OF THE ASSOCIATION AT RALEIGH, N. C. MARCH 25th, 26th, & 27th, 1948

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## "The Functional Use of Libraries"

By MISS BIVEROUS A. PRETTY, *Librarian*  
Mary Potter School  
Oxford, North Carolina

With "Educating Youth for an Intercultural and Technological World" as its general theme, the Librarian's Department of the N.C.T.A. held its annual meeting in Raleigh, N. C., at the Shaw University Library. A representative group of Librarians took part including representatives from various libraries in the state.

We believe that our libraries today are fast taking their places in this ever changing world. One of the most important undertakings in which we will ever engage is the development and realization of our personalities, the people we meet, the friends we cultivate, the hobbies we pursue, travel, the radio, newspapers, movies, magazines, but above all, books.

No other road to culture is so rich and so inviting as the book; no other avenue of enjoyment and learning is so inexpensive and so readily available wherever one may be.

Efficient use of books and libraries is not a gift by which we come naturally—we must learn to read books skillfully and know where to find the necessary materials. There is almost no question to which we cannot find the answer in a good library if the answer is known.

Making maximum use of our Library facilities was voiced by Dr. Williams,

Dean of the School of Library Service at the North Carolina College, Durham, N. C., in the library section of the N.C.N.T.A. The following points were brought out as ways in which to make the best possible use of library service:

1. An Administrative Understanding.  
Set up a definite program.  
Indicate objectives set up and plan well your years work.
2. Teacher Co-operation.  
Attempt to make faculty members library minded.  
Make book selection a co-operative process.
3. Librarian's Efficiency.  
Be professionally competent and concerned.  
Emphasize reading and reference guidance.
4. Student relationship.  
Make students feel at home.  
Have them assist in book selection.  
Teach vocational guidance and suggest types of books that they might like to read.  
All these make for maximum use of library facilities.

This speech was both stimulating and helpful—the success of library service depends not only on having a trained worker but all forces working together as one.

Another interesting aspect of the meeting was a panel discussion on "Stimulating Reading," led by Miss M. Riddick,

Librarian of West Charlotte High School, Charlotte, North Carolina. Other librarians from various sections of the state took part. Interesting experiences and projects on how reading can be stimulated were enjoyed by our listeners.

Mrs. Douglas our former State Adviser now Supervisor of the City school libraries of Raleigh expressed her pleasure in having worked for seventeen years. She stated that the work had been both a challenge and a satisfaction and expressed her wish for our continued success and friendship. She told us that reading is affected by the environment. Students should be given plenty of time and reading space, plenty browsing room. She further stated that we want to keep N. C. a leader in the library field and keep the level higher—have an untiring effort to work. She emphasized the necessity to watch out for room, book collection and teacher-pupil relationship. She urged that we keep the vision, keep alive, belong to professional organization, read professional magazines, attend summer schools and workshops.

Through teacher-library co-operation the librarian will be able to anticipate the needs of the students and will see that these needs are met. In this way, we will be able to proudly and truthfully say that in North Carolina our libraries are fast taking their places as an integral part of the school and by so doing we will help greatly in "Educating Youth for an Intercultural and Technological World."

# A Unit

## Our Class Studies Cereals With the Rat Experiment

By MRS. A. E. HERRITAGE, Teacher of Grade 6,  
Fairview School, Charlotte, N. C.

### Introduction

Very early children begin to make choices in foods. There is ample evidence that if they are not guided wisely, or if there is no guidance at all, they will be unable to attain the buoyant health which is so strongly needed.

Many schools are realizing the importance of teaching nutrition. To improve the health of school children, the teaching has to be carefully planned, consistent and continuous.

People get more of their nourishment from cereals than from any other kind of food. About one-third of the total calories consumed in a year by the people of the United States comes from the cereal grains. Therefore it is necessary that children be given an opportunity to learn the nutritive value of different cereals.

### Objectives

- To learn the nutritive value of different cereals so that wise choices can be made in buying.
- To show through study that cereal foods differ in nutritive value.
- To learn through special study the grain producing sections of our country.
- To acquaint children with the manner and growth of common cereals.
- To actually see through experiment which cereals help most in the growth and development of our bodies.

### Approaches

- The children formed their own committees for research and study.
- The chairman of each committee made weekly reports to the class.
- Groups made posters giving food value of different cereals.
- Children obtained samples of different cereals from their grocerman for study and display.

- The class went to the library frequently for information on different grains.

### Activities

- Children were given a mixture of various seeds which they separated and labeled in cellophane wrappers. They identified them by different shapes, color, size and markings.
- To further arouse interest the outside covering known as the bran was removed.
- Corn was soaked over night and taken apart to find the starch.
- Wheat seeds were planted in a small pot of earth in order that children might observe the growth. Seeds were also placed between layers of cotton and kept well moistened to watch germination which occurs in two or three days.
- Children popped corn so they might see the starch bursting through the shattered bran.
- Children took seeds apart to find the germ.

- The class had a cereal party attractively served.

*We Started a Rat Experiment to Find Out Which Cereals Help Most in Growth.*

Three white rats of the same sex and age were used in the experiment. They were chosen because their processes of digestion are the same as ours.

One rat was put on brown farina which has three parts. Another was given a diet of white farina, which has only one part but was enriched or fortified. The third rat was given a diet of white farina which has only one part and is not enriched. The purpose is to see which cereal will make the rats' growth best.

The class carried out the experiment successfully by feeding and caring for the rats daily and by weighing them weekly and keeping records of all of their findings.

The rat which was properly fed made more rapid gains in weight

(Continued on page 21)



# Building A Better Tomorrow Through Present Experiences

MISS VINIE O. MURRAY, *Teacher, Seventh Grade, Biddleville School, Charlotte, North Carolina*

We can no longer expect learning by pupils that will carry over in their future living by giving them a set course of study with limited avenues for growth, and material in which the pupils are neither interested nor have shared in selecting and developing.

My experience with a group of seventh grade pupils was typical of that of many teachers in our state as to age, environment, economic status, ability, health, and interest. In fact, it was the type of growth that is needed in our public schools today.

In the beginning, I would like to say that all of the plans that I attempted with the group were not a success. The failures on my part were also typical of group living, therefore, I did not become alarmed when all plans did not come out 100 per cent or met with complete failure. I was more concerned with those varied experiences in which the children shared that met their needs, and in the areas that they had chosen.

## CLASS CHARACTERISTICS

Number in class..... 38  
Age level .....11-16

### Economic Status      Poor      Excellent

Number owned homes..... 18  
Rented homes ..... 20  
Size of families..... 1-7

Educational status of parents from third grade to Ph. D.

## DEVELOPMENT

Our explorative period included class organization, parent conferences, and attempts to create better human relationships between

- Pupil and pupil.
- Pupil and teacher.
- Pupil and principal.
- Teacher and parent.
- School and community.

One thing that I had to consider from the very beginning of the experiment was the fact that each child was a part of the learning process, and that each child should be made to feel secure through his contribution to the study.

Interesting material came to us in the form of current trends, radio programs, newspaper clippings, community activities, and experiences. After many discussions and reports, the pupils decided to chart some of the areas that they would like to explore. So varied were the areas that we decided that a good name for our study would be, "We Live in a Post-war World." All of the discussions were informal and the pupils were free to select, discuss, and work the way they wished.

## AREAS CHOSEN

- Experiences
- Current Trends
- Men of the Moment
- Our City Government
- Our State Government
- Our National Government
- Constitution of the United States
  - Congress
  - Amendments
  - Articles
  - Bill of Rights
  - How bills become laws
- Our State Legislature in session
  - Local and State issues discussed
  - Teachers' salaries
  - State health program
  - Our Senators and Representatives
  - City and State elections
  - Rent control
  - How to vote and why

## SCHOOL AND COMMUNITY INTERESTS

- Need of postoffice in our community
- Y. M. C. A. and Y. W. C. A. Drive
- Community Chest
- Christmas Seals
- March of Dimes
- Clothing for children in war-torn areas
- Our School Needs
  - An auditorium
  - More play area
- Improve danger zone
- Police protection

## TYPES OF WORK DONE BY PARENTS

The following survey was made by the pupils and compiled. Many children live and grow up in communities with no idea of what actually makes up a community. The pupils discussed not only what their parents did, but they developed a sense of appreciation for all types of work and the importance of varied types in adult living.

|                    |                    |
|--------------------|--------------------|
| Janitors           | Public Laborers    |
| Elevator Operators | Insurance Workers  |
| Stenographers      | Government Workers |
| Dry Cleaners       | Railroad Workers   |
| Undertakers        | Painters           |
| Electricians       | Merchants          |
| Hotel Workers      | Teachers           |
| Housewives         | Ministers          |
| Cooks              | Farmers            |
| Nurses             | Barbers            |

## READING EXPERIENCES

There was no limit to the reading experiences. The study included such a

wide range of material, that we thought of literature coming from here, there, and everywhere.

It was not hard to find the role of the basic text. To have given each child in the group the same text would not have limited the avenues for growth, but would have created a dislike for reading. Especially would this have been true of those pupils who were conscious of their reading ability. Children read what they like and enjoy. They vary in types of reading and the way they accept. They react differently to reading exposures, and they follow their interest regardless of the situation in which they are placed.

Realizing some of the basic factors in an all-round reading program, I kept the reading area open to see what contributions they would make. There were not any ability groups labeled, yet several interest groups were formed by the pupils. Very soon, in addition to the valuable material ordered, some of the children began to bring to school books that they liked. Others collected books from friends. Several children asked their parents to order books that they wanted and had selected. Some of the parents were pleasantly surprised at the request from their children for reading material other than what the school offered.

Another area in which reading carried over in an enjoyable way was the art of illustrating and dramatizing reading material. Children, like adults, are more interested in the things of which they are a part or in which they can make a definite contribution. To find what type of contribution a child can make isn't easy, but is basic in his development. Too often we label children slow, poor, or indifferent because we have worked from our interest instead of the children's. The teacher should always begin with the child's strength whatever it is instead of his weakness.

## OTHER READING AVENUES

- Posters of activities
- Charts of discussion
- Illustrating stories
- Costume and costume box
- Comment cards
- Writing material to read
- Special reports on conferences
- Speech group
- Directing plays
- Selecting characters

## THE TEACHER FAILED

The group as a whole was interested in dramatic play. Several interesting plays were given to which other classes were invited. To further this interest, I, without the pupils' knowledge, contacted a friend of mine who puts on marionette shows and other stunts for children. I

arranged for the performance in detail as to date, advertisement, percentage, etc. A few days later I presented the plans to the group thinking what a grand area I had opened and how thrilled the pupils would be over the show. Instead of voting overwhelmingly as I had anticipated, the group discussed the performance from all angles and then voted 100 per cent not to present the marionette show, but to put on a play themselves. Although this meant more work for me, I had to admit failure and work from the interest of the group. I realized the fact that the teacher who frequently checks herself relative to the existing relationships with her children is far superior to the one who feels that she is always right.

### ACTIVITIES

Much time with little value is spent when teachers have children engage in activities that are not real experiences. Artificial activities should be eliminated and replaced with life situations if our boys and girls are to participate intelligently in our future democracy.

If letters are written by pupils they should be mailed to persons requiring answers, and not just posted for display. A child reads with pride the answer to his letter and feels compensated for his efforts. If adults are putting on drives and children are asked to give their pennies and talents, they should be in on the planning in some form. When programs are scheduled for pupils they should have time to ask questions, state their problems instead of a long address including a list of meaningless "Don'ts." We, as teachers, must understand the underlying principles in guiding our youth of today toward building a better tomorrow.

### LETTERS, ANSWERS, AND REPORTS

#### Request for a Community Post Office

2212 Douglas St., Charlotte, N. C.,  
Jan. 13, 1947.

George E. Wilson  
Postmaster  
Charlotte, North Carolina  
Dear Sir:

We should like to have the regulations governing the establishment of Sub Post Offices in the U. S.

Yours truly,  
T. E. McKINNEY, JR.  
M. F. ATKINS

#### ANSWER

Charlotte, N. C.,  
Jan. 14, 1947.

Mr. T. E. McKinney  
Mr. M. F. Atkins  
2212 Douglass Street  
Charlotte, N. C.

Dear Sirs:

I have your letter of the thirteenth inquiring about regulations governing the establishment of sub-postoffices.

We have two kinds of sub-postoffices; one is known as a classified station wherein the premises occupied by the sub-post-office are rented by the government and all clerks are supplied from post office personnel under Civil Service rules.

The other is known as a contract station which is generally located in a department store, a grocery store, or any other established place of business where the owner of the business enters into a contract with the Post Office Department

and he is paid a fee, on a contract basis, for looking after the interest of the patrons in that community, and the monies and stamps of the Post Office.

The needs of the service govern which, if either, of these two types of services a community requires and applications therefor are made by the patrons in the community to the postmaster in the town in which they are located and a survey is made. Generally, this is given to the Inspection Department who makes an executive investigation and finally the whole file is sent to the office of the Postmaster General for final action.

If you are interested in getting further information than sketchily given you in this letter, I shall be very glad to go into the matter further, but I trust I have given you the essential points on which you want information.

Very truly yours,

GEO. E. WILSON, JR.,  
Postmaster.

### ANSWER TO THE POSTMASTER

2212 Douglas St.,  
Charlotte 6, N. C.  
February 9, 1947

Dear Sir:

We received your letter of January 14, containing information regarding the regulations for the establishment of Sub-Post offices. Thank you very much for the information. It was very useful.

Yours truly,

T. E. McKINNEY, JR.  
M. F. ATKINS

We have gotten over 2000 persons to sign our petition and we hope to continue our project during the summer.

311 Flint St.,  
Charlotte, N. C.  
March 22, 1947

Government Printing  
Washington, D. C.

Dear Sir:

Could you send me a book with Bills that have been enacted by Congress in 1945, 1946, and 1947.

Yours truly,

ANTENOR ADAM

March 27, 1947 MMF.

A revised edition of Price List 10 containing a list of all laws for sale by this office is in press and a copy will be sent to you as soon as it is available.

SUPERINTENDENT OF DOCUMENTS.

(Stamped March 25, 1947)

### THE LIBRARY OF CONGRESS

Secretary's Office

March 17, 1947.

To: Mr. J. J. Adams  
311 Flint Street  
Charlotte, N. C.

Because it was felt your recent communication addressed to the Library of Congress could be answered more satisfactorily elsewhere, the action noted below has been taken:

Date of letter: February 27, 1947

Date of receipt: February 28, 1947

Subject: List of Bills enacted by Congress in 1946 and 1947.

Referred to: House Document Room

The Capitol  
Washington 25, D. C.

Any further correspondence with regard to this matter should be sent directly to the address above.

In addition to the compiled edition of the Seventy-ninth Congress containing calendars of the United States House of Representatives and history of Legislation a weekly bulletin of the Eightieth was sent until the close of the year.

Biddleville School  
701 Beatties Ford Road  
Charlotte, N. C.  
April 21, 1947

Mayor H. H. Baxter  
City Hall  
Charlotte, N. C.

My Dear Mr. Mayor:

The members of the seventh grade class of Biddleville School have been discussing in connection with their Social Studies your platform for the city of Charlotte. We feel as young citizens that if your program is carried out it will make Charlotte a better place in which to live.

We are taking this opportunity to invite you to come and speak to our class on Better Citizenship in Our Community. At this time we should like to discuss with you some of our experiences that we have had during the term.

Please let us know if you will come and the date that will be convenient for you. Our discussions are held in the morning.

Very truly yours,  
Seventh Grade Class,  
DOROTHY SEGERS, President

No answer was received to this letter.

### OUR TRIP TO THE POST OFFICE

The Post Office is a very interesting place. We were guided through the building by the Postmaster. He showed interest in us by explaining the different departments. The things of interest were:

- a. The Post Office employs 400 people.
- b. Out of this number 20 are Negroes.
- c. During the Christmas rush, they employed several Negro students from Johnson C. Smith University.
- d. The mail is cancelled by a machine.
- e. The General Delivery Department
- f. How money orders, stamps, and bonds are sold.

—SAMUEL FESPERMAN.

### OTHER ACTIVITIES

1. Banking money
2. Conducting Y. M. C. A. and Y. W. C. A. Drive
3. Ordering class and group material
4. Planned and conducted Health Week program
5. Met with Tuberculosis representative for planning and conducting X-ray clinic at our school.
6. Taking care of the sick in the home
7. Setting the table for guests
8. Paying bills
9. Budgeting time and money
10. Selecting and making menus

### MY VISIT TO WASHINGTON, D. C.

With the Political Science class of Johnson C. Smith University, where my

father is Professor of Chemistry, I had a chance to visit the State Capital in Raleigh and the National Capital in Washington, D. C.

In Raleigh we went up to the Capitol where we were greeted by Governor Cherry. We went to the third floor and saw the Senate and House in session. In the House they were reading and discussing different bills that had been passed that week. We went across the street and saw the State Supreme Court in session.

We went to Washington after spending one day in Raleigh. In Washington, we went to the Capitol and saw the Senate and House in Session. Vandenburg was presiding in the Senate and the other senator from Michigan was reading the bill he presented in full. Joseph Martin was presiding in the House. They were discussing the rights of Congress. We went to the Law and Justice Building on a tour through the whole building. In the Supreme Court room there is the longest zipper in the world. The ceiling is made of gold-plated wood. The trip was a very enjoyable one. I enjoyed every minute of it.

MARSHAL ATKINS

### EVALUATION

It is just as essential for the pupils, parents, and people in the community to share in the evaluations as it is for them to participate in the planning and development.

Mrs. Wade, wife of the president and owner of the Wade Manufacturing Co., spent a morning with us.

530 Hermitage Road  
Charlotte, N. C.  
May 2, 1947

My dear Samuel,

It is with pleasure that I write you my impression of your room.

The first thing that impresses one as he enters, is the cleanliness of your building. The halls are so clean. The principal's room is both clean and attractive.

The children in your grade are as bright and alert as any children I have ever seen. They all gave close attention to the teacher as she talked to them. Their knowledge was a pleasure to hear. Some of their answers were original and most interesting.

I think your teacher is holding up not only for your mental qualities, but giving the pupils a foundation for a more useful life and greater happiness.

I was pleased with the attitude of both teacher and pupils. Some pupils were more intelligent than others and would have liked to answer all the questions, but your teacher showed tact and intelligence by bringing out the backward children.

Altogether, the morning spent in your room was enjoyable as well as enlightening as to the modern youth of today.

Sincerely yours,

Mrs. H. M. WADE  
May 27, 1947

Dear Miss Murray,

Antenor's interest in reading, this year, has been stimulated by the interesting discussions in your classroom. He has obtained books from the Biddleville Library, the University Library and the City Library. Besides, we have purchased many books for him. He got books on the

laws of our country by writing to the Library of Congress. He spends a great deal of time perusing through the Encyclopedia and picture books in our home.

During the summer months, he goes regularly to the City Library for books. For the last five summers he has received "Reading Certificates."

We bought the following books for him this year:

The Count of Monte Cristo.  
The Corsican Brothers.  
Huckleberry Finn.  
The Moonstone.  
Rip Van Winkle.  
A Tale of Two Cities.  
Moby Dick.  
The Adventures of Marco Polo.  
The Three Musketeers.  
The Hunchback of Notre Dame.  
Arabian Nights.  
Ivanhoe.  
The Prince and the Pauper.  
Kidnapped.  
Lassie Come Home  
Lamb's Tales from Shakespeare.  
How Our Government is Run.  
Treasure Island.

Antenor read these and many others this year. He enjoys reading and often discusses his books with others.

We are very grateful to you for what you have done for him.

Sincerely,

A. E. ADAM

### BUILDING A BETTER TOMORROW THROUGH PRESENT EXPERIENCES

This study was one of great inspiration to all who had the opportunity to sit in on discussions, observations, and reporting periods. The pupils were concerned with all issues that will help them to become good citizens for future life. They approached each area with much enthusiasm and earnest endeavor, to seek for the facts and information they desired to know. Each child made some contribution at his own level of training, interest and abilities. The range of participation was wide and it was encouraging to see each child contributing his bit to the whole. I'm sure it has been a study that has stimulated and aroused in these pupils a great desire to help in any way they can to build a better tomorrow. These implications are clear and distinct in all the activities of this class.

Mrs. STERLETA P. SASSO,

Principal

Biddleville School  
Charlotte, N. C.  
May 9, 1947

Dear Parents,

We have been asked to write a letter about our school work.

Out of the subjects, Spelling, English, Mathematics, History, Literature, and Current Issues, I liked all the subjects except Mathematics, but as we passed through the year, and the way it was taught, I began to like it.

The subjects I like best are History and Current Issues. In our classroom the teacher puts these two subjects together and calls them Social Studies. The reasons I like these subjects are that I am

interested in most political movements and more so I am interested in American History which takes in the Constitution of the U. S. and the amendments. The formation of our city, state, and national government is what is most interesting to me. I had a chance to visit the Legislature in Washington during the school year, and I believe it was an asset to me and my class. I am planning to go to see our City Council in session sometime during the summer.

My interests outside the classroom are the movie projector, the Student Council, school patrol, and dramatics. The school bought a sound projector and the principal appointed me to operate it. The projector is not for pleasure only, but to educate the children in an easier way.

I am Vice President of the School Student Council which gives me a chance to associate with the outside world. I am secretary of the school patrol.

I am very interested in dramatics. I have been in three of the school's plays, two for Johnson C. Smith University, and one for the church to which I belong.

Our class is very interested in sports. My favorite sport is football. I like baseball, too.

In closing, I should like to say that I have enjoyed my teacher and her way of teaching very much. I wish many of my other teachers would take up her method of teaching. My teacher this year is Miss Vinie O. Murray.

Yours truly,

### CONCLUSION

The study was an interesting and enjoyable one. All of the subjects grew out of the experience in some form. Language arts and social studies were the broad areas that were kept open.

A conference with their former teachers in addition to the records sent, revealed a definite dislike for arithmetic. I followed this up with a little survey of the class. Only two in the group said they liked arithmetic. With this information from the children, I left arithmetic as such out of the study until the pupils felt that they had a need for it. Several weeks passed without an opening.

From our discussions on what the parents did, salaries, class activities, population, and the need for more working areas in the community, a few of the pupils began to see a need for arithmetic. All the arithmetic grew out of the needs and class experiences. They began to make their own problems and our book was introduced as a reference.

The experiment provided for teacher growth through varied experiences with the children.

Each pupil made some type of contribution and gained a broader knowledge of the areas in which he was interested and best fitted. It gave a true picture of group living in a community, and provided a large spread of group participation. It gave the teacher an opportunity to guide the slow and normal child as well as the superior. It brought people in the community in varied professions to the school and interested them to the extent that they appreciated what the children were doing.

Finally, the study developed responsibility, appreciation and better human relationships among all groups concerned.

# Auditor's Report

## September 1, 1946 to August 31, 1947

### NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, N. C.

Charlotte, North Carolina  
September 20, 1947

Executive Committee  
North Carolina Teachers Association  
Raleigh, North Carolina

Ladies and Gentlemen:

Upon your authorization, through your Executive Secretary, Mr. W. L. Greene, we have examined the financial operations of the Executive Secretary's Office, Mr. Greene and the Treasurer's Office, Rev. H. S. Davis for the period, September 1, 1946-August 31, 1947, and submit herewith our report, consisting of three Exhibits and three Schedules, in addition to these comments.

#### Exhibit "A"—Balance Sheet

This statement is prepared to show the Assets, Liabilities and Surplus of the Association. There is a cash balance on hand of \$9,042.96 in the Union National Bank of Oxford, N. C. The Treasurer holds one U. S. Defense Bond, Series F No. M226741F, dated May 1, 1942 and maturing in twelve years. This bond was purchased in 1942 for \$740.00 and has a maturity value of \$1,000.00.

An inventory of the office furniture and equipment was taken by us. All equipment purchased this year was valued at cost price, the other furniture and equipment was appraised by the Executive Secretary. All other furniture in the office not shown in this inventory belongs to the landlord.

The Association purchased the Lightener Building in Raleigh, N. C., on October 1, 1946. "This building was purchased from the North Carolina Mutual Life Insurance Company by the North Carolina Teachers Association on October 1, 1946, at a price of \$55,000.00. A down payment of \$10,000 was made, and a mortgage of \$45,000.00 was made on October 1, 1946, to be repaid at the rate of \$443.91 per month, which will amortize this mortgage over a period of ten years. All monthly payments have been made to date; the balance being \$42,119.96 as of September 1, 1947.

"The mortgagors, of course, reserve the right to pay any amount over the monthly payment on any interest date. The interest will be charged at five per cent per annum on the balance due at all times."

The Surplus of the Association is \$23,563.44 as of August 31, 1947.

#### Exhibit "B"—Receipts and Disbursements Statement Executive Secretary's Office

We examined four different receipt books of the Executive Secretary; Membership Dues, Building Fund, Placement Bureau and Miscellaneous. Each receipt was carefully checked as to the amount and the purpose designated. The total of these four books amounted to \$22,736.64, all of which was deposited in the Mechanics and Farmers Bank of Raleigh, North Carolina. \$22,729.61 was sent to the Treasurer, Rev. H. S. Davis in Oxford, North Carolina, and the remaining \$7.03 was charged to the Association for bank service charges.

#### Exhibit "C"—Receipts and Disbursements Statement Treasurer's Office

Upon examining the records of the Treasurer, Rev. H. S. Davis, we found that he had \$14,202.70 on hand, September 1, 1946. During the year he received \$22,729.61 from the Executive Secretary, making a total of \$36,932.31 handled during the period audited. We carefully checked each disbursement against the authorized voucher as received from the Executive Secretary and we found that the Treasurer disbursed \$27,884.42. This plus a bank service charge of \$4.93 made a total

disbursement of \$27,889.35, resulting in a balance on hand, August 31, 1947, of \$9,042.96. We observed that each check and voucher was properly signed by the Treasurer and President.

We have prepared three supporting Schedules to fully explain the three Exhibits.

Based upon the examination of the records of the Executive Secretary and Treasurer, we are of the opinion that all funds have been carefully and honestly handled and are fully accounted for.

We wish to thank Mr. W. L. Greene, Executive Secretary, his staff in Raleigh, and Dr. H. S. Davis, Treasurer, in Oxford for the excellent cooperation given us while making this audit, and we are glad to have had this opportunity to serve you at this time.

Very truly yours,

JOHN H. MOORE.

J. B. Blayton & Company  
CERTIFIED PUBLIC ACCOUNTANTS  
420½ East Second Street  
Charlotte, North Carolina

#### EXHIBIT "A"

### NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, N. C.

#### BALANCE SHEET August 31, 1947

|                             |                    |
|-----------------------------|--------------------|
| <b>ASSETS:</b>              |                    |
| Cash .....                  | \$ 9,042.96        |
| U. S. Savings Bond.....     | 1,000.00           |
| Furniture & Equipment ..... | 640.44             |
| Building ..                 | 55,000.00          |
| <b>TOTAL .....</b>          | <b>\$65,683.40</b> |

|                                |                    |
|--------------------------------|--------------------|
| <b>LIABILITIES AND SURPLUS</b> |                    |
| Mortgage (on building).....    | 42,119.96          |
| Surplus ..                     | 23,563.44          |
| <b>TOTAL .....</b>             | <b>\$65,683.40</b> |

#### EXHIBIT "B"

### NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, N. C.

#### EXECUTIVE SECRETARY'S OFFICE W. L. Greene Raleigh, North Carolina

#### RECEIPTS & DISBURSEMENTS STATEMENT September 1, 1946—August 31, 1947

|                                      |                    |
|--------------------------------------|--------------------|
| <b>RECEIPTS:</b>                     |                    |
| Association Dues .....               | \$15,769.50        |
| Building Fund .....                  | 3,733.00           |
| Placement Bureau .....               | 19.00              |
| Advertising—Teachers' Record .....   | 370.25             |
| Rent Collection .....                | 2,667.46           |
| Subscriptions—Teachers' Record ..... | 4.50               |
| Refund—Social ..                     | 37.93              |
| Returned Checks Collected .....      | 135.00             |
| <b>TOTAL .....</b>                   | <b>\$22,736.61</b> |

#### **DISBURSEMENTS:**

|                                     |             |
|-------------------------------------|-------------|
| Remitted to Treasurer, H. S. Davis: |             |
| Sept. 1, 1946—Aug. 25, 1947 .....   | \$21,000.00 |

|                                               |                     |
|-----------------------------------------------|---------------------|
| Deposit in Transit:                           |                     |
| Aug. 25, 1947.....                            | \$1,705.61          |
| Aug. 28, 1947.....                            | 24.00      1,729.61 |
| <b>TOTAL TO TREASURER (Exhibit "C") .....</b> | <b>\$22,729.61</b>  |
| Bank Service Charge:                          |                     |
| Mechanics & Farmers Bank.....                 | 7.03                |
| <b>TOTAL .....</b>                            | <b>\$22,736.64</b>  |

## EXHIBIT "C"

**NORTH CAROLINA TEACHERS ASSOCIATION**  
 Raleigh, North Carolina  
**TREASURER'S OFFICE**  
 H. S. Davis  
 Oxford, North Carolina

**RECEIPTS & DISBURSEMENTS STATEMENT**  
 September 1, 1946—August 31, 1947

## RECEIPTS:

|                                                      |                        |
|------------------------------------------------------|------------------------|
| Balance on Hand, Sept. 1, 1946:                      |                        |
| Checking Account: .....                              | \$ 7,309.12            |
| Savings Account:                                     |                        |
| Mechanics & Farmers Bank,<br>Durham, N. C. ....      | \$4,878.54             |
| Mechanics & Farmers Bank,<br>Raleigh, N. C. ....     | 2,015.04      6,893.58 |
|                                                      | \$14,202.70            |
| Received from Executive Secretary (Exhibit "B")..... | 22,729.61              |
| <b>TOTAL CASH DURING YEAR.....</b>                   | <b>\$36,932.31</b>     |

## DISBURSEMENTS:

|                                                    |                          |
|----------------------------------------------------|--------------------------|
| Officers Office Use.....                           | \$ 300.00                |
| Executive Secretary's Office.....                  | 6,007.24                 |
| New Equipment .....                                | 367.99                   |
| Professional Expense .....                         | 104.50                   |
| Publication of Teachers' Record.....               | 1,952.50                 |
| Committees ..                                      | 574.35                   |
| District Meetings .....                            | 592.53                   |
| Convention Expense .....                           | 1,628.99                 |
| Gifts ..                                           | 225.00                   |
| Building Purchase .....                            | 16,131.32      27,884.42 |
| Bank Service Charge .....                          | 4.93                     |
| <b>TOTAL DISBURSEMENTS (Schedule 1).....</b>       | <b>\$27,889.35</b>       |
| Balance on Hand, September 1, 1947 (Schedule 2) .. | 9,042.96                 |
| <b>TOTAL ACCOUNTED FOR.....</b>                    | <b>\$36,932.31</b>       |

**NORTH CAROLINA TEACHERS ASSOCIATION**  
 Raleigh, North Carolina

**SCHEDULE OF DISBURSEMENTS**  
 September 1, 1946—August 31, 1947

## TREASURER'S OFFICE:

|                                   |                       |
|-----------------------------------|-----------------------|
| President's Office .....          | \$ 200.00             |
| Recording Secretary's Office..... | 50.00                 |
| Treasurer's Office .....          | 50.00                 |
| Executive Secretary's Office:     |                       |
| Salaries:                         |                       |
| Executive Secretary .....         | \$3,200.00            |
| Office Secretaries .....          | 1,504.90              |
| Extra Help .....                  | 52.50      \$4,757.40 |
| Travel—                           |                       |
| Executive Secretary .....         | 503.31                |

|                            |                                 |
|----------------------------|---------------------------------|
| Office Expense:            |                                 |
| Office Supplies .....      | 225.70                          |
| Postage ..                 | 173.70                          |
| Rent ..                    | 195.00                          |
| Heat ..                    | 24.60                           |
| Telephone & Telegrams .... | 114.64                          |
| Miscellaneous ..           | 12.89      746.53      6,007.24 |

## New Equipment:

|                                      |                   |
|--------------------------------------|-------------------|
| Mimeograph Machine .....             | 129.69            |
| Typewriter, Remington Rand.....      | 80.00             |
| Steel File (4 drawers).....          | 78.30             |
| Addressing Machine; used, rental.... | 80.00      367.99 |

## Professional Expense:

|                                                |                   |
|------------------------------------------------|-------------------|
| Audit ..                                       | 60.00             |
| District Meetings:                             |                   |
| Attorney Fees .....                            | 29.50             |
| Bond, on Executive Secretary &<br>Treasurer .. | 15.00      104.50 |
| Publication of TEACHERS RECORD .....           | 1,952.50          |
| Committees:                                    |                   |
| Executive ..                                   | 405.30            |
| Legislative & Planning .....                   | 99.50             |
| Research ..                                    | 69.55      574.35 |

## District Meetings:

|                 |                    |
|-----------------|--------------------|
| Northeastern .. | 141.15             |
| Piedmont ..     | 150.06             |
| Western ..      | 152.24             |
| Southeastern .. | 149.08      592.53 |

## Convention Expense:

|                     |                      |
|---------------------|----------------------|
| General ..          | 841.34               |
| High School .....   | 186.60               |
| Elementary ..       | 378.07               |
| College ..          | 35.57                |
| Social Affair ..... | 187.41      1,628.99 |

## Gifts:

|                                                                       |                   |
|-----------------------------------------------------------------------|-------------------|
| Interracial Commission .....                                          | 50.00             |
| National Association for the Advance-<br>ment of Colored People ..... | 50.00             |
| American Teachers Association.....                                    | 25.00             |
| Association of Negro Life & History .....                             | 25.00             |
| Oxford Orphanage .....                                                | 75.00      225.00 |

## Building Purchases:

|                                                                            |                         |
|----------------------------------------------------------------------------|-------------------------|
| Initial Payment:                                                           |                         |
| From Checking Account.....                                                 | 4,129.73                |
| From savings account:                                                      |                         |
| Mechanics & Farmers<br>Bank—Durham—4,878.54                                |                         |
| Mechanics & Farmers<br>Bank, Raleigh 2,015.04      6,893.58      11,023.31 |                         |
| Legal Fees .....                                                           | 225.00                  |
| Monthly payments (11).....                                                 | 4,883.01      16,131.32 |
|                                                                            | \$27,884.42             |
| Bank Service Charge.....                                                   | 4.93                    |
| <b>TOTAL DISBURSEMENTS .....</b>                                           | <b>\$27,889.35</b>      |
|                                                                            | (Exhibit "C")           |

## SCHEDULE—2

**NORTH CAROLINA TEACHERS ASSOCIATION**  
 Raleigh, North Carolina

## BANK RECONCILIATION STATEMENT

August 31, 1947

Executive Secretary's Office  
 Raleigh, North Carolina

|                                       |             |
|---------------------------------------|-------------|
| Total Receipts .....                  | \$22,736.64 |
| Total Disbursements .....             | 22,736.64   |
| Balance on hand, August 31, 1947..... | 0           |

(Continued on page 8)

# Membership Roll, 1946-1947

Any Errors or Omissions Will Be Corrected Gladly

## ALAMANCE COUNTY

### Burlington City Schools (100%)

*Jordan Sellars High School*  
Mr. H. C. Goore, Miss Mary Cathelene Wagstaff, Mrs. Helen Boykin Banks, Mr. Grant Washington Bates, Mr. Rufus Lee Carmical, Mrs. Clarice Holt Parker, Miss Lee Alma Henrietta Vaughn, Mrs. Alae R. Carmical, Mr. Charles E. Eaton, Mrs. Mary Loritts Shanks, Mrs. Lela Rumley Warren, Mrs. Ruth Price Scales.

### J. F. Gunn School

Mrs. R. P. Payne, Mrs. Margaret Holley, Mrs. Clara Foust Morehead, Mrs. Minnie Albright Walker, Mrs. Dorethea H. Eaton, Mrs. Lessie Irvin Sharpe, Mrs. Ola Ensley McDonald, Miss Georgia Marie Marshall, Mrs. Nannie H. Collins, Mrs. Maggie Sellars Chavis, Miss Evaloe Louise Evans, Mrs. Julia Dae Brown, Mrs. Georgia R. P. Goore, Mrs. Margaret N. Simpson, Mrs. Grace Moore Whitted, Miss Kathaleen Galloway, Mrs. Ruby Thomas.

### Della Plane School

Mrs. Mary Flake Liles, Mrs. Edna T. Perry, Miss Princetta Douglas.

### Alamance County Unit (100%)

Mrs. M. H. Ivey.

### Graham High School

Mr. Dow Spaulding, Mrs. Grace M. Thomas, Mr. Spencer B. Thomas, Mr. Wm. R. Warren, Mr. W. H. Whitted, Mr. W. J. Fisher, Mrs. Vera Nichols, Miss Eva Everette, Mrs. Zola B. Womble, Mrs. Zora K. Dillard, Mrs. Alice Lyerly, Mrs. Mabel H. Poole, Mrs. Geneva R. Amaker, Miss Etrula A. Melvin.

### Elon School

Mrs. Leora E. Trollinger, Mrs. Arlene H. Holmes, Mrs. Annie S. Coleman, Mrs. Pluma L. Foster, Mrs. Suella S. Jenkins, Mrs. B. M. Gilmer.

### Pleasant Grove School

Mr. M. I. Morris, Miss Gertha DeVane, Miss Juanita Littlejohn, Mrs. Marie T. McVae, Miss Rivera G. Mitchell, Mrs. Anna H. Adams, Mr. Jesse J. Lanier, Miss Marian M. Leath, Mrs. Laura M. Burge, Mrs. Viola C. Morris, Mrs. Madeline M. Turner, Mrs. Laura W. Spurlock, Mrs. Gilberta Mitchell, Mrs. Juanita D. Hazell, Mrs. Fannie K. Lanier, Mrs. Maggie P. Mitchell, Mrs. Gather M. Lanier.

### Union Ridge School

Mrs. Pearl Rogers, Mrs. Mabel H. Gant.

### McCray School

Mrs. Margaret H. Daye, Miss Toyie Albright.

### Byrd School

Mrs. Mary B. Richmond, Miss Dorothy D. Holt.

### Unity School

Mr. Hermon H. Faucette, Mrs. Rosa F. Wade.

### Mebane School

Mr. Dempsey Petteway, Jr., Mrs. Loraine T. Rozell, Mrs. Julia H. Petteway, Miss Corrina Ann Tate, Mrs. Anna B. Thompson, Miss Minor Ruth Sellars, Mrs. Minnie H. Donnell.

### Green Level School

Mrs. Mary H. Hanner, Miss Sallie B. Fitzgerald, Miss Ruth McCord, Miss Minetta V. Robinson.

### Woods Chapel School

Mrs. Ava H. Watlington, Miss Fannie B. Headen, Miss Eliza C. Holt.

### Melville School

Mr. T. R. Worth, Mrs. Fostena Keek, Mrs. Victoria M. Wade, Mrs. Anna P. Rogers.

### Morrows Grove School

Mrs. Fannie B. Kirk.

### Bowden School

Miss Pearl Watlington.

### Rock Creek School

Mrs. Merle B. McRae, Mrs. Mary Frances Brown, Miss Myrtle Alston.

## ALEXANDER COUNTY (100%)

### Happy Plains School

Mr. Robert W. Johnson, Miss Kathlyn Ryan, Miss Ethel M. Barnes, Miss Carrie E. Johnson, Miss Francis O. Clemmons, Miss R. Nida Copening, Miss Edith A. Martin, Miss Vivian H. Hayes, Miss Annie M. Rankin, Mr. Charlie H. Daniels, Mr. Cyrus W. Alexander, Mrs. Julia Johnson, Mrs. Delois B. Swain, Mrs. Ollie B. Smith.

## ANSON COUNTY

### Morven City Schools (100%)

#### Morven Colored High School

Mr. J. F. McRae, Mr. D. D. Spears, Mrs. Ida M. Jones, Mrs. Katherine J. Gains, Mrs. Luesther T. Edens, Miss Clella L. Johnson, Miss Zelia E. Owens, Miss Gertrude E. Hudson, Mrs. Geneva G. Capel, Miss Martha E. Jones.

### White Pond School

Mr. Monroe E. Jackson, Mrs. Laura Merritt, Mrs. H. L. Pratt, Mrs. M. E. White.

### Gatewood Station School

Mrs. Ola Flowers, Mrs. Annie Flowers, Mrs. Annie M. Martin.

### McFarlan School

Mr. C. N. Capel, Mrs. J. C. Jones, Mrs. M. L. McRae.

### Cairo School

Mrs. Era L. Young, Miss Daisy B. Worth, Miss Nannie Mae Thompson.

### Anson County Unit (100%)

#### Deep Creek High School

Mr. George B. Williams, Mrs. Annabella Williams, Miss Wincie E. Burns, Mr. J. C. Hillian, Miss Harrietta C. Little, Mrs. Doretha Crowder Bennett, Miss Helen B. Smythe, Mrs. Golar Dixon Crowder, Mrs. Blanche O. Williams, Mrs. Margie Little Ham, Miss Mary L. Morgan, Mrs. Rosa Baucom, Mrs. Maudestine Harrison Perkins, Mr. Leonard Sturdivant, Miss Ann McLendon, Miss Lucille Crump, Mrs. Ednir Hawkins McManus, Mrs. Elizabeth M. Ledbetter, Mrs. Ephania Mims Williams, Mr. William A. Morgan.

#### Ansonville Colored High School

Mr. J. A. Blount, Mr. S. S. Jones, Miss W. V. Elliott, Mr. Edgar Colson, Mrs. H. E. Blount, Miss E. J. Harrison, Mrs. M. A. Robinson, Miss L. E. Upperman, Mrs. C. M. Little, Miss M. J. Smith, Mrs. S. W. Massey, Miss M. H. Richardson, Miss Geraldine Faison, Mrs. C. F. Saine, Mrs. Nora Cash, Mrs. N. R. Johnson, Mrs. Bettye L. Johnson, Mrs. Maimie B. Alexander, Mr. L. L. Threadgill, Mrs. Elnora T. Ledbetter, Mrs. Mattie Ree Shankle Little, Miss Madge Bennett, Rev. J. H. Cowan, Mrs. V. K. McCormick-Williams.

### Henry Grove School

Mr. T. W. Bennett, Mrs. Clarice Adams, Miss M. J. Baucum, Mrs. Mary J. Bennett, Mrs. E. F. Chapman, Mrs. S. M. Clemons, Mrs. Gertrude Dargan, Mrs. V. B. Drew, Mrs. Veda M. Flowers, Mrs. S. B. Gaddy, Mrs. Johnnie DeB. Galbreath, Miss Saide V. Hauser, Mrs. Mary R. Lilly, Mrs. Vursie B. Klutz, Mrs. Hattie F. McLucas, Mrs. Minnie C. Rennick, Miss Sophia T. Richardson, Mr. J. H. Rumph, Mrs. Irma Allen, Mrs. Martha B. Stevenson, Miss T. R. Worth, Miss Agnes Matthews.

### Polkton Colored High School

Mr. R. B. Sinclair, Mrs. Catherine Morgan, Mrs. Pauline D. Tillman, Mrs. Margaret H. Sinclair, Mrs. Mary B. Sturdivant, Mrs. Rosa B. Morgan, Mr. Ernest W. Dixon, Mr. Benjamin Morgan, Mrs. Nora M. McLain, Mrs. Elsie Hilliard, Miss Carrie M. Watkins, Mrs. Lena E. Smith, Mrs. Lynette A. Mitchell, Miss Gwendolyn O. Thompson, Miss Theresa M. Jones.

## BEAUFORT COUNTY

### Washington City Schools (100%)

#### Washington Elementary and High School

Mr. P. S. Jones, Mr. W. M. Daniels, Jr., Mr. P. Anders, Miss Bernetta Horton, Miss

Rubye Hunt, Mrs. Nora F. Dowdy, Miss Adell Rogers, Miss Clumpertee T. Tucker, Mr. H. Thomas Tucker, Miss Evelyn M. Evans, Mrs. Elwyza Daniels, Mrs. Mary Pridgen Humphrey, Miss Olivia V. Dunstan, Mr. William Beason, Mr. James D. Saunders, Miss Helen O. Cooper, Mrs. Della R. Whittington, Mrs. Beatrice J. Eason, Mrs. Clemmie Perkins, Mrs. Anna B. Teele, Miss Barbara Walker, Mrs. Maude P. Beebe, Mrs. Earle C. Moseley, Miss Alma Guess, Miss Priscilla M. Gaston, Miss Lena L. Crandell, Miss Ethel L. Howard, Mr. John F. Carter.

### Washington Outlying Schools

Mrs. Thelma Wallace, Mrs. Anna Boyd.

### Peyton School

Mr. W. B. Whichard, Mrs. Annie L. J. Bowen, Miss Marjorie E. Roberts.

### Big Swamp School

Mrs. Flora C. Price, Mrs. Katie W. Bailey.

### River Road School

Mrs. Carrie P. Boyd, Miss Thelma Tuten.

### Gorham School

Mrs. Alice B. Bailey.

### Beaufort County Unit

#### Belhaven Colored High School (100%)

Mr. G. T. Swinson, Mrs. Annie S. Davis, Mr. James C. Riddick, Miss Doris T. Cooper, Miss Annie M. Barbee, Mrs. Louise S. Jenette, Mrs. Carolyn R. Hooten, Mrs. Delilah S. Clark, Mrs. Mary S. McAllister, Mrs. Fay Della Percy, Mr. H. L. Dickson, Mrs. Carrie V. Greene, Mrs. Annie S. Whitfield, Mrs. Romaine G. Swinson, Mrs. Augusta C. Davis, Mrs. Helen S. Freeman, Mrs. Cora M. Powell.

#### Aurora Colored High School (100%)

Mr. S. W. Snowden, Miss Aletha Winfield, Miss Marian B. Blackman, Miss Madeline E. Spruill, Miss Bertha M. Hill, Miss Izola Kearney, Miss Virginia L. Gibbs, Miss Ruby Kornegay, Miss Cortney B. Ringgold, Miss Lucille M. Baum, Miss Thessolania M. Bohannon, Miss Delzora M. Slade, Miss Rebecca C. Boone, Mrs. Charlotta W. Harding, Mrs. Amanda H. Keyes, Mrs. Gertrude T. Stille, Mrs. Eliza C. King, Mrs. Ada Tripp Wilder, Mrs. Lovie Harris Bailey, Mrs. Kelly M. Morris.

#### Beaufort County High School (100%)

Mr. M. Q. Wyche, Mrs. Georgia C. Forbes, Mrs. Florence B. Keyes, Mrs. E. P. Walton, Mrs. H. H. Harrell, Mrs. Gertrude Godley, Mrs. E. P. Barnes, Mrs. Alta R. Moore, Miss Ella W. Whitley, Mrs. Lovey Whitley, Miss E. W. Howell, Miss J. N. Godley, Mr. Sylvester F. Clarke, Mrs. Annie L. Farrow, Mrs. M. D. Wyche.

## BERTIE COUNTY

### C. G. White High School (100%)

Mr. Theophilus M. Garriss, Mrs. Sadie R. Luton, Mrs. Nora M. Garriss, Mrs. Clara M. Blount, Mrs. Mary B. Raynor, Mrs. Mary J. Riddick, Mrs. Michael B. Cole, Mr. Zebadec D. Raynor, Mr. John D. Harris, Mr. Ira B. Brinkley, Mrs. Lucille Brinkley, Miss Mildred M. Simons, Mrs. Janella H. Dennis, Mrs. Mary E. Outlaw, Miss Martha L. Robinson, Miss Clara E. Martin, Miss Alice C. Luton, Mrs. Celander R. Wilson, Mr. General J. Bussey.

### Lewiston High School (100%)

Mr. John B. Bond, Jr., Miss Emeline J. Bazemore, Miss Annie L. Bazemore, Mrs. Esther J. Gibson, Mrs. Mary G. Bond, Miss Minnie L. Hoggard, Miss Naomi Cherry, Mrs. Bertha W. Cherry, Miss Ollie B. Peele, Mr. Charles M. Creecy, Miss Minnie H. Reid, Miss Mary L. Jones, Mrs. Cora M. Simmons, Miss Gladys L. Ruffin.

### Colerain Graded School (100%)

Mr. D. L. Simons, Miss O. M. Sharpe, Miss K. M. Morris, Mrs. Annie Sessoms, Mrs. Florida Simons, Miss O. J. Webster.

### County Group

Mrs. Florita Russell, Mrs. W. O. Drew, Mrs. L. Perry, Mr. J. W. Barnes, Mrs. M. Ramsey, Mrs. Lucy Pritchard.

# North Carolina Teachers Record

Official Publication of the

NORTH CAROLINA TEACHERS ASSOCIATION

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W. L. GREENE . . . . . Editor

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VOL. XVIII . . . . . OCTOBER, 1947 . . . . . No. 4

# \$5 - WHAT ABOUT FIVE DOLLARS - \$5

The national standard professional fee for membership in State and National Associations exceeds five dollars slightly in our immediate region. In Virginia it is six dollars currently. Both the Virginia Education Association and the Virginia Association for Education have a State fee of three dollars. Many locals in that State are fully affiliated with the NEA paying another three dollars per capita. Over eleven thousand members of North Carolina Associations are NEA members. In NCEA there is a unified State and National fee of five dollars paid by over ten thousand members. In the NCTA we are assessing ourselves five dollars on a different basis but we are NOT OVER ASSESSING OURSELVES. *If we were—each and every teacher—fully enrolled in our own State Association and in NEA, we would be paying exactly five dollars and fifty cents based on the State fee paid last year and the three dollars required for NEA membership.*

We do not want to by-pass NEA. EVERY NCTA LOCAL SHOULD BE AFFILIATED WITH NEA. In some locals this would require less than five cents per member. The smallest locals would pay no more than one dollar per capita, except in some counties like Transylvania where we have only one small school. We are paying five dollars to build ourselves up from a status of being behind, to establish our program and make it comparable to those of our neighbors. We cannot afford to do less.

## AUDITOR'S REPORT

(Continued from page 6)

Balance per Bank Statement:  
Mechanics & Farmers Bank, Raleigh.....\$ 1,729.61  
Less:  
Outstanding Checks: August 31, 1947.  
Check Number 10.....\$1,705.61  
Check Number 11.....24.00 1,729.61  
Balance on hand, August 31, 1947.....0  
Balance on hand, September 1, 1946.....\$14,202.70  
Received from Executive Secretary .....22,729.61

Total cash for Year.....\$36,932.31  
Total Disbursements for Year.....27,889.35  
Balance on hand, August 31, 1947.....\$ 9,042.96

Balance per Bank Statement  
Union National Bank, Oxford, N. C.....\$ 8,324.81  
Deposit in Transit.....1,729.61  
\$10,054.42

Less: Outstanding Checks August 31, 1947:  
Check Number:  
1717 1.00 2146 5.70  
1743 60.00 2147 260.45  
1887 8.00 2148 6.20  
2137 5.70 1 15.00  
2139 6.20 2 443.91  
2145 119.30 3 80.00 1,011.46  
Balance on hand, August 31, 1947.....\$9,042.96

SCHEDULE—3

## NORTH CAROLINA TEACHERS ASSOCIATION Raleigh, North Carolina

### FURNITURE & EQUIPMENT INVENTORY August 31, 1947

2 Straight chairs .....\$ 7.00  
1 Executive desk .....25.00  
1 Secretary desk .....70.00  
1 Mimeograph machine .....129.69  
1 Table, for mimeograph.....5.00  
1 Book shelf (4 drawer) .....25.00  
2 Steel Files (4 drawers).....150.00  
1 Typewriter, Remington (noiseless).....50.00  
1 Typewriter, Remington Rand.....80.00  
1 Gas heater .....10.00  
1 Addressing machine, used; rental.....80.00  
1 2-Drawer File 3x5.....3.75  
1 One Section File (wood).....5.00  
TOTAL.....\$640.44

## SCHEDULE OF DISTRICT MEETINGS

Western District .....B. D. Roberts, President  
Charlotte  
Asheville, Saturday, Nov. 1st.  
Piedmont District .....W. B. Wicker, President  
Sanford  
Durham, Saturday, December 6th  
South Eastern District .....W. A. Foster, President  
Goldsboro  
Clinton, Saturday, Nov. 15th  
North Eastern District.....W. R. Collins, President  
Smithfield

(Scheduled for December 6th—if changed press notice will be given)

## BLADEN COUNTY

*Booker T. Washington High School (100%)*

Mr. Carlton J. Barber, Mr. George Shipman, Mr. R. L. Davenport, Mr. C. L. Powell, Mr. Paul Haynes, Mrs. J. C. Hairston, Miss C. F. Haywood, Miss Jessye M. Mims, Miss H. J. Allen, Mrs. M. M. Barber, Mrs. P. N. Michael, Mrs. B. S. Crenshaw, Mr. F. T. McNeill, Miss Rose A. Gaston, Mrs. Mary S. Roberson, Mrs. W. J. McLendon, Mrs. R. O. Swindell, Mr. Leon Columbus Brown, Mrs. M. W. Wagner, Mrs. M. M. Watson, Mr. Alton Ellison, Mrs. Helen S. Ballard, Miss Edith Dunham, Mrs. Vivian Davenport, Mrs. E. S. McNeill, Mr. J. B. Spaulding.

*Spaulding-Monroe High School (100%)*

Mr. C. M. McCall, Mrs. C. A. McCall, Miss H. E. Singletary, Miss S. E. Walcott, Mrs. M. C. Spriggs, Mrs. C. T. Leak, Mr. J. R. Davis, Miss O. Spaulding, Mrs. M. C. Hayes, Miss V. L. McLaurin, Mrs. R. V. Simpson, Mr. J. L. Nickolson, Mrs. Mary Witt Holley, Mrs. Ruth S. Robinson.

*New Light School (100%)*

Mr. E. T. Simpson, Mrs. Sudie P. Perry, Miss Cora B. Singletary.

## BRUNSWICK COUNTY

*Brunswick County Training School (100%)*

Mr. Alvin C. Caviness, Mrs. Gertrude L. Evans, Miss Ruth B. Blue, Miss Martha O. Briggs, Miss Marion A. Yoeman, Mrs. Josie M. Greene, Miss Annie I. Evans, Mrs. Eva V. Lee, Mrs. Cora L. Parker, Mrs. Florence M. Williams, Mrs. Estelle A. Swain, Mrs. Cora M. McKoy, Mr. Alus R. Richardson, Miss Alberta L. Roseboro, Mr. Andrew L. Scales, Mr. Theodore R. Woods.

*Brunswick County Unit (100%)*

Mr. Edward I. Clemmons, Mrs. Louise Y. Gore, Miss Beatrice Hynes, Mrs. Retha Bryant, Miss Hattie E. Willis, Miss Annie B. Brown, Mr. Henry Greene, Miss Bernice Brown, Miss Mary Ligon, Mrs. Irene Horton, Miss Mildred Hall, Mr. Otis Bryant, Mr. Hallie Bryant, Mrs. Alice Greene, Miss Elinor Swaine, Mr. Van Galloway, Mrs. Hester Davis, Mrs. Oliver Johnson, Mrs. Jamie Frink Hynes, Miss Lillye Mae Gore, Miss Gertrude Gibbs, Mrs. Louise M. Gore, Mrs. Alice G. Price, Mrs. Mattie B. Smith, Mrs. C. H. White, Miss Maude Hankins, Mr. Benjamin Thomas, Mrs. Dorothy M. McCoy, Mr. Abraham McCoy, Miss Lenora Moore, Miss Mary Galloway, Mrs. Clydia Gore, Mrs. Bertha McGill, Miss Madalyn Bennett.

## BUNCOMBE COUNTY

*Asheville-Buncombe Unit (100%)**Allen High School*

Miss Isabelle R. Jones.

*Ashland Avenue School*

Mrs. R. H. Lee, Mrs. E. S. Carter, Mrs. E. M. Canty, Mrs. M. J. Gorman, Mrs. L. F. Horne, Miss M. A. Howell, Miss A. B. Logan, Mrs. S. D. Moore, Mrs. C. E. Russell, Miss F. L. Saxon, Miss F. B. Reinhardt.

*Burton Street School*

Mrs. N. R. Clinkscales, Mrs. S. D. Jones, Mrs. L. B. Reid.

*Black Mountain School*

Mrs. P. M. Goldsmith, Mrs. F. P. Brown, Miss I. Wilfong.

*Hill Street School*

Mr. P. R. Dusenbury, Mrs. Virginia Birchette, Mrs. Vivian Cooper, Mrs. Lillie Dusenbury, Mrs. Ella Hayes, Mrs. Gladys Pharr, Mrs. Helen Wilkins, Miss B. M. Darden, Miss A. M. Prince.

*Livingstone Street School*

Mr. A. S. Reynolds, Miss Laura Bynum, Mrs. Ruth Cannon, Miss Beatrice Chambers, Miss Katherine Chappelle, Miss Gladys Cowan, Miss Elizabeth Davis, Miss Janie Few, Mrs. Henrietta Goodwin, Mrs. Isman James, Mrs. Janet Kebe, Mrs. Aileen Lipscombe, Mrs. Cassie B. Anderson, Mrs. Juanita Weaver.

*Mountain Street School*

Mrs. L. S. Herring, Mrs. Ethel P. Dailey, Mrs. Desiree Glover, Mrs. Mary Hall, Mrs. Pearl House, Miss Stone Bowman, Mrs. Leona Owens, Miss Catherine Slaughter, Mrs. Lucille Sheppard, Mrs. Tommie White, Mrs. Ruby Young.

*Shiloh School*

Mr. J. C. Daniels, Mrs. Lila Brogdon, Mrs. O. W. Boulware, Mrs. Agnes Gallego, Mr. C. U. James, Mrs. Inez Laster, Mrs. J. C. Daniels.

*South Asheville School*

Mr. B. T. Beatty, Mrs. D. S. Cowan, Mrs. Beulah Swepson, Mrs. Louise White.

*Stephens-Lee High School*

Mr. F. A. Toliver, Mrs. M. E. Allen, Mr. J. W. Bagley, Miss Mildred Baxter, Miss V. E. Bridwell, Mrs. L. P. Burton, Mrs. R. C. Carolina, Mr. W. J. Cooper, Mr. V. D. Cowan, Mr. J. A. Dusenbury, Mr. E. L. Fair, Mr. L. T. Haith, Miss L. M. Harrison, Mrs. A. P. Johnson, Mr. M. C. Lennon, Miss E. F. Martin, Miss C. L. Patterson, Mrs. O. M. Reynolds, Miss C. G. Robinson, Miss M. J. Rumley, Mrs. A. P. Toliver, Mr. H. T. Vincent, Miss E. V. Williams.

*Swannanoa School*

Mr. J. T. Sapp, Mrs. Noreen Russell.

*Weaверville School*

Mrs. Monnie Jones, Mrs. Amanda Horne.

*Leicester Colored School*

Mrs. Daisy Glenn.

## BURKE COUNTY

*Morganton City Schools (100%)**Olive Hill School*

Mr. Spencer E. Durante, Mrs. C. S. Hamilton, Mrs. Louise B. Hudgens, Miss M. D. Brown, Mrs. K. H. Young, Mrs. R. F. O'Neill, Miss J. B. Dixon, Mrs. M. M. Corpening, Miss E. P. Everette, Mrs. W. N. Patterson, Miss E. M. Rivens, Mrs. I. R. Fleming, Mr. J. H. Carson, Mr. J. A. Arnold.

## CABARRUS COUNTY

*Kannapolis City Schools (100%)**George Washington Carver High School*

Mr. W. L. Reid, Miss Maggie P. Bryant, Mrs. Nora C. Davis, Mrs. Clara C. Day, Mrs. Alethea T. Eddleman, Mrs. Effie W. Fisher, Mr. V. H. Foster, Mrs. Mary E. Johnson, Mrs. Rosella F. Johnson, Mrs. Gladys G. Keno, Mrs. Malta M. Levi, Miss Eva M. McKinley, Miss Catherine C. O'Neill, Mrs. Hannah T. Reid, Mrs. Ora G. Wesley, Mrs. Margaret S. Willie, Mr. J. H. Woods, Miss Ophelia G. Wright.

*Concord City Schools (100%)**Logan High School*

Mr. E. L. James, Mrs. Elizabeth Anderson, Mr. Jessie Banner, Mrs. Ethel Baucum, Miss Ruth Blake, Mrs. Louise J. Bost, Mrs. E. G. Brown, Mrs. Gwendolyn Douglas, Mrs. Marietta Foster, Mrs. Alice E. Hayley, Mrs. Lena C. Hemphill, Mrs. Louise S. Howie, Mrs. E. O. James, Miss Katie E. Jones, Mrs. M. S. Little, Mr. G. G. Lyerly, Mrs. Mary A. Peaseon, Mrs. Elmhira M. Polk, Mrs. Carrie E. Quander, Mrs. Mary A. Roberts, Miss Juanita M. Sims, Mrs. Margaret Williams, Mr. E. J. Willie, Mrs. Lucille R. Woodson, Mr. Meritt M. Woodson, Mr. John Lytle.

*Cabarrus County Unit*

Mrs. C. D. Wilson, Mrs. Emerline Hawkins, Miss Frances Alexander, Miss Ethel Lee Williams, Miss Connie Peeler, Mrs. Marion W. Edwards, Mrs. Anna L. Litaker, Mrs. Esther F. Byers, Mrs. Sallie C. Weeks, Mrs. Lula S. Blue, Mrs. Annie E. Sanders, Mrs. Margaret C. Evans, Mrs. Rosa B. Dunlap, Mrs. Thelma M. Brown, Miss Lee Ada Harris, Mrs. Amanda B. Forney, Mrs. Mildred M. Morris, Mrs. Ethel D. Polk, Mrs. Mary E. Scott, Mrs. Catherine A. Hargrove, Mrs. Ruth L. Lyerly.

## CALDWELL COUNTY

*Lenoir City Schools**Freedman High School (100%)*

Mr. J. J. Spearman, Mr. C. F. Erwin, Mr. J. H. Jones, Mr. L. E. Shade, Mrs. J. M. Hickerson, Miss E. M. Fleming, Miss E. I. Carson, Miss M. C. Duncan, Miss O. P. Goode, Miss C. K. Forney, Miss Z. J. Pinkstone.

## CARTERET COUNTY

*W. S. King High School (100%)*

Mrs. S. R. McLendon, Mrs. S. S. Bryant,

Mrs. S. R. McLendon, Mr. C. E. Smith, Mrs. E. L. Williams, Mrs. I. M. Haynie, Miss Sudie Fenelle, Mrs. E. H. Hill, Mr. L. B. Tillery, Mrs. Ethel Whittington.

*Queen Street High School*

Mrs. Lillian Powell Shaw, Mrs. A. O. Davis, Mrs. Irma Arnette.

## CASWELL COUNTY

*Caswell County Unit (100%)*

Mrs. T. C. Beam, Mr. N. L. Dillard, Mr. William A. Bingham, Mrs. Chattye P. Boston, Miss Gladys L. Brown, Mr. J. C. Browning, Miss Harriette Jennings, Mrs. W. M. P. McCallum, Mr. Martin B. McNair, Mrs. Lenora M. Ratliff, Miss Kathryn Robinson, Mrs. Ruth A. Smith, Mr. C. G. Wilson, Miss Lucy Elizabeth Woodruff, Mr. T. C. Beam, Miss Zelma E. Belton, Mrs. R. A. Benjamin, Miss Princess A. Bolden, Miss Carrie Bell Bridges, Miss Alma Hervoline Brooks, Miss Gladys M. Dillard, Miss Panzie Keen Fannell, Miss Lucy E. Rose, Mrs. G. G. Bruce, Mrs. C. P. Chambers, Mrs. S. L. Edgerton, Miss M. Hooper, Mrs. V. L. Brown, Mrs. O. D. Henderson, Miss G. Hamlin, Mrs. A. D. Jeffries, Miss J. M. McLaughlin, Miss G. W. Brown, Miss L. L. Currie, Mrs. A. B. Browning, Miss W. C. Carrington, Miss C. C. Shaffner, Mrs. M. M. Griffin, Mrs. V. E. Williamson, Mrs. F. D. Little, Miss N. E. Evans, Miss D. E. Woods, Mrs. C. A. Stanley, Mrs. M. B. Muldrow, Miss F. McCallum, Mrs. E. Hunt, Mrs. C. A. Turner, Mrs. M. W. Williams, Mrs. C. G. Clark, Mrs. L. B. McMillan, Mrs. M. E. Shivers, Mrs. J. I. Jones, Miss E. Jeffries, Miss H. L. Jeffers, Miss C. Boston, Mrs. E. M. Whitworth, Mrs. E. P. Whitlock, Mrs. S. M. McDonald, Mrs. N. H. Geary, Mrs. B. B. Standfield, Miss L. L. Gaddy, Mrs. H. B. Brown, Miss A. E. Hairston, Miss L. Hill, Mrs. I. F. Simmons, Mrs. G. G. Graves, Miss F. R. Taylor, Miss E. O. Malone, Miss G. A. Kellum, Miss B. M. Hunt, Miss R. L. Hanes, Miss G. Ophelia White, Mrs. L. W. Davis, Miss S. A. Archie, Mrs. M. P. Wilson, Miss E. J. Stokes, Miss H. L. Dillard, Mrs. O. J. King, Mrs. A. M. Scruggs, Miss J. Williamson, Miss V. D. Palmer, Miss S. H. Williamson, Mrs. F. M. Holden, Mrs. L. W. Pullum, Mrs. E. H. Connally, Miss B. A. Gunn.

## CATAWBA COUNTY

*Catawba County Unit**Catawba-Rosenwald School (100%)*

Mr. Curtis L. Lewis, Mrs. Docia Forney, Mrs. Greta Gray, Mrs. Luola Hackett, Mrs. Louise Houston, Mrs. Marian Lewis, Miss Floy S. Taylor, Mrs. Virginia Vinson, Mrs. Grace White, Mrs. Lewis Wright, Mr. Richard Wright.

## CHATHAM COUNTY

*Chatham County Training School (100%)*

Mr. Thelmer Siler, Mrs. A. L. Scarborough, Miss S. L. Marsh, Mrs. Delois Edwards Washington, Mrs. V. P. Alston Boone, Mrs. R. H. Robinson, Miss L. M. Gunter, Mrs. Hattie E. Siler, Mrs. O. F. Herring, Miss Mamie Wilkerson, Mrs. A. B. McLeave, Mrs. A. E. Glover, Mr. S. J. Shaw, Mrs. Elizabeth Alston Edwards, Mr. J. D. Womble, Mr. E. S. Ramsey, Miss B. E. Joyner, Miss Vera L. Ferguson.

*Gees Grove School (100%)*

Mr. G. W. Cooper, Miss Mattie B. Hooker.

*Gum Springs School (100%)*

Mrs. Beula J. Claigs.

*Horton High School (100%)*

Mr. I. E. Taylor, Mrs. T. H. Ruffin, Mrs. O. A. Harris, Mrs. L. F. Rogers, Mrs. L. C. Baldwin, Mrs. M. H. Powell, Mrs. L. C. Harris, Mrs. C. A. Council, Mrs. C. E. Snipes, Miss L. C. Alston, Miss T. E. Groves, Miss A. B. Harris, Miss O. M. Elliott, Miss S. D. Reid, Miss E. M. Council, Miss L. M. Laster, Mr. E. H. Dark.

*Goldston Colored High School (100%)*

Mr. Walter A. McLaughlin, Mrs. Nina L. Marsh, Mrs. Mozella L. McLaughlin, Mrs. Louise D. Rives, Mrs. Robena A. French, Mrs. Nancy R. McTilman, Mrs. Lessie M. Smith, Mrs. Mary B. Anders, Miss Lucy J. Ridley, Miss Annie J. Thompson, Mr. Milton B. Ray.

## CHOWAN COUNTY

*Edenton City Schools (100%)**Edenton High School*

Mr. DeMint F. Walker, Mrs. M. M. Tillet, Mrs. C. K. Jernigan, Miss Lessie V.

Wiggins, Mrs. Fannie Badham, Miss Tamar McClenney, Mrs. Santoria Reeves, Mrs. Hattie W. Colley, Mr. Elton Hall, Mrs. Elizabeth Barnes, Mrs. Lillian Fox, Miss Emma E. Foreman, Miss Roberta Banks, Miss Lula M. Tillett, Miss Ozetta Price, Miss Natalie Wiley, Mr. Thomas Sharpe, Mr. Joseph Bennett, Miss Emma P. Hodnett, Miss Flossie L. Hines, Mr. Burke C. Newsome, Mr. Alexander Blaine.

#### St. John's School

Rev. S. N. Griffith, Mrs. Elizabeth L. Byrd, Mrs. Floretta Blount.

### CLEVELAND COUNTY

#### Kings Mountain City Schools (100%)

##### Davidson High School

Mr. J. A. Gibson, Mrs. L. H. Gibson, Mrs. J. G. Costner, Miss Mattie Gidney, Miss V. S. Cabaniss, Miss M. L. Pope, Miss Lucille Long, Miss Myrtle Crawford.

#### Shelby City Schools (100%)

##### Cleveland High Schools

Mr. James D. Hoskins, Miss Ezra A. Bridges, Mrs. Mary Marable, Mrs. Helen S. Cabiness, Mrs. Louise W. Howell, Mrs. Alma C. Hogue, Miss Dolores E. Carnegie, Miss Evelyn T. Thomas, Miss Margaret F. Ridley, Mrs. Mildred C. Howell, Mrs. Louise H. Turner, Miss Edith E. Pass, Mrs. Annie W. Roberts, Mrs. Marguerite K. Pass, Mrs. Erycina M. Hoskins, Mr. Montrose L. Devane, Mr. Willard M. Wooten, Mr. Robert L. Garrett, Miss Elsie A. Enloe.

##### Zoar School

Mrs. Susie Wilson Miller.

#### Cleveland County Unit

##### Camp High School (100%)

Mr. W. H. Green, Mrs. E. K. Millsaps, Mrs. L. C. Green, Mrs. V. C. Sanders, Miss E. L. Hairston, Mr. Edward C. Richardson, Mr. C. C. Marable, Miss M. E. Pete, Mrs. K. M. Wooten.

##### Compact High School (100%)

Mr. L. L. Adams, Mrs. L. Morgan, Mrs. E. Isley, Mrs. I. V. Causer, Mrs. F. H. Kelsey, Mrs. R. M. Griffen, Miss J. C. Suratte, Mr. M. L. Campbell, Mr. J. W. Pharr, Mr. C. T. Wilson.

##### Douglas High School (100%)

Rev. A. W. Foster, Mrs. Elizabeth H. Baker, Miss Theola Willingham, Miss Mary F. Reeves, Miss Lula Walls, Mr. W. Foster, Mrs. P. Singleton Hoskins, Miss Josephine D. Battle, Mrs. Shelia Gordon, Miss Gaynell Harris, Mr. F. M. Pullen.

##### Green Bethel School (100%)

Mr. Herbert Gidney, Mrs. Mary S. Ball, Mr. Henry T. Allen, Mr. Charles N. Jenkins, Mrs. S. Phelps Smith, Mrs. Albertine C. Hickman, Mrs. Mattie L. Gidney, Mrs. Nevada McAfee Wilson, Mrs. Myrtle Hopper McLean, Mr. W. D. White.

##### Washington High School (100%)

Mr. W. E. Ricks, Mrs. Mittie E. Borders, Mrs. Hattie E. Taylor, Mrs. Eleanor Roberts, Mrs. Anne Corry, Mrs. Duella W. Johnson, Mr. John W. Wilson, Mr. Edward McNair, Mr. William Womble, Mr. J. D. Kibler, Mrs. Tabitha Froneberger.

#### County Unit

Miss Mary E. Owen, Miss Willie N. Wilson, Mrs. Lila Willmon, Mr. Edgar D. Wilson, Miss Eleanor L. Arnold, Miss Blanche M. Arned, Miss Claudia Johnson, Mrs. Madilla Carson, Mrs. Vernie Freeman, Mrs. Agnes Spikes, Mr. N. J. Pass, Jr., Miss Lissie Hopper, Miss Edna Brown, Mrs. L. B. West, Mr. John Corry, Mrs. Izetta Corry, Rev. N. J. Pass, Mrs. Bessie Pass, Mrs. Florida Smith, Miss Elaine Cornwell, Mrs. Viola G. Alexander, Rev. D. P. Harley, Miss Emma Brown, Mrs. Hester Ward, Mrs. L. B. Woods, Miss C. A. Means, Mrs. L. B. Gibson, Mrs. L. B. Pass, Rev. R. J. Dixon, Mrs. B. L. Thompson, Mrs. Mable Ratcliffe, Mrs. Sarah McVay, Miss Mary L. Brown, Mrs. Martha Jones London, Mrs. O. D. Reid, Mrs. Mary Croome, Mrs. S. E. Cloude, Miss Mattie Peeler, Miss D. L. Greene.

### COLUMBUS COUNTY

#### Whiteville City Schools (100%)

Mr. J. A. Campbell, Miss Louvenia Brown, Mrs. Cleo G. Forshoe, Mrs. Athalia S. Bennett, Mrs. Flossie F. Johnson, Mrs. Viola C. Campbell, Mrs. Etta W. Womack, Miss Mabel Gavin, Miss Mary J. Barnes,

Mr. Joseph Wm. Dunn, Mrs. Flora Leach, Mrs. Rosa Smith, Miss Bernice E. Yeoman, Mr. Ellison Cooper, Miss Mildred L. Sanders, Miss Ruth C. Robbins, Mr. Legrande Summersett, Mrs. Tabitha Powell, Mrs. Frances G. Jones, Mrs. M. R. Hodges, Mrs. Orbina Moore Bussey, Miss Floyd Hagans, Mr. Homer D. Singleton, Mr. Booker B. Brooks.

#### Columbus County Unit

##### Mt. Olive High School (100%)

Mr. E. C. Horton, Miss Minnie L. Mitchell, Miss Annie L. McKoy, Mrs. Georgia T. Powell, Mrs. Annie Mae S. Pridgen, Miss Glenora Hankins, Mrs. Sarah Harris, Mrs. Odessa Powell, Miss Esteen A. Taylor, Miss Alma J. Lennon, Mr. W. P. Brodie, Mr. S. B. Peace, Mr. B. T. Elliott.

#### County Unit

Mr. John D. Pridgen, Mr. J. P. Troy, Mrs. L. D. Pierce, Miss Sallye A. George, Miss Mary McKoy, Miss Juanita Spaulding, Miss Mildred Moore, Miss A. R. Hines, Mrs. D. L. Williams, Mrs. M. E. Best, Mr. George W. Jones, Mr. Henry Powell, Miss Helen Pridgen, Miss Alice George, Mrs. Lora Singletary, Mrs. Clara B. Graham, Mr. Ezra Lennon, Miss Helen Smith, Mrs. Rosa McDougald, Miss Mable McNeil, Mrs. Mable W. Bradley, Mr. J. R. Brown, Mr. W. E. Brown, Miss Gracie Bullock, Mr. F. J. Corbett, Mrs. Juanita Corbin, Mr. G. E. Crenshaw, Mrs. Faye M. Dees, Mrs. Ethel Elliott, Mrs. Rosa H. Faulk, Mrs. Josephine Freeman, Mrs. Sarah Freeman, Miss Carrie M. Fuller, Miss Elizabeth Gordon, Miss Marie Green, Mr. W. W. Jacobs, Miss Lucille Jones, Mrs. Bertha Johnson, Miss Pattie Laws, Miss Bernice Lennon, Miss Victoria Lewis, Mrs. Lessie N. McCall, Mrs. Lettie Merrick, Miss Dorothy L. Moore, Mrs. Celia J. Moore, Mr. S. S. Moore, Mr. J. Newkirk, Miss Ruth Peacock, Mrs. Elizabeth Powell, Mr. G. R. Powell, Miss Kathleen Powell, Mrs. Jimmie Reynolds, Mr. T. M. Reynolds, Mrs. Lettie Robinson, Mr. W. D. Robinson, Mrs. Minnie L. Royals, Miss Courtney Scipio, Mrs. Neallie G. Shaw, Miss Sadie B. Shaw, Miss Lillie Shipman, Miss Delilah C. Spaulding, Mrs. Lena C. Steele, Mrs. Arthur B. Walker, Mr. A. L. Williams, Mr. H. F. Williams.

### Craven County

#### New Bern City Schools (100%)

##### West Street School

Mr. F. R. Danyus, Mrs. A. F. Booker, Mrs. M. B. Lewis, Miss M. E. Dent, Mrs. G. L. Redding, Mrs. M. H. Dove, Mrs. E. M. Dudley, Mrs. N. W. Scott, Miss R. E. Trice, Miss W. J. Cordon, Miss E. E. Buchanan, Miss M. T. Chapman, Mrs. M. T. Laws, Mrs. S. L. Hamilton, Mrs. E. M. Powell, Mrs. M. R. Melver, Mrs. R. B. Houston, Mrs. M. B. Styron, Mrs. C. E. O'Hara, Mrs. E. G. Adams, Mr. P. M. Jenkins, Miss A. I. White, Mrs. W. E. Daves, Mr. R. W. Boley, Mrs. B. L. Rivers, Mrs. C. R. Fisher, Mrs. A. B. Mizell, Mrs. M. B. Bembry, Mrs. M. B. Danyus, Mrs. L. B. Smith, Mr. E. N. Bell, Mr. J. L. Carrington, Mrs. J. W. Jones.

##### Duffytown School

Mrs. W. G. Mumford, Mrs. S. J. Pickett, Mrs. M. B. Perkins, Miss L. M. Jennings, Miss Dorcas E. Carter.

#### Craven County Unit

Mrs. Clara D. Mann, Mrs. W. H. Martin, Miss Essie M. White, Miss Charlotte Johnson, Mr. O. E. Saunders, Mrs. S. M. Reddick, Mrs. Julia Bynum, Mr. Rex Fortune, Miss Winnie Cobb, Mrs. Martha Butler, Mrs. Emma Charles, Miss Eva Smith, Mr. W. H. Watson, Mrs. Catherine Watson, Mrs. Maggie M. Pugh, Mrs. Sarah E. Arrington, Miss Hattie M. Jackson, Miss Geraldine Best, Mr. Samuel Lloyd, Miss Sylvia Bell, Miss Maggie Barber, Mrs. Jennie Johnson, Miss Missouri Cutler, Miss Mary Jones, Miss Ernestine Crow, Mr. H. R. Sessoms, Mr. Simmons, Mrs. Mary Wynn, Miss Mathilda Godette, Mrs. Rebecca Davis, Mrs. Mary Mitchell Smith, Mr. T. L. Bynum, Mrs. Nannie H. Martin, Mr. A. D. Smith, Miss Mary Boley, Miss Ethel Barber, Miss Edna K. Tucker, Miss Mary Strong, Miss Ernestine Fortune, Mrs. Harriett Lawrence, Mrs. Janie V. Jackson, Mr. J. R. Hill, Miss Annie Walker, Miss P. B. Hawkins, Mrs. Emma Moye Williams, Mrs. Elizabeth White, Mrs. Mary M. Brown, Mrs. Naomi W. Ryder, Mrs. Hester Butler.

### CUMBERLAND COUNTY

#### Fayetteville City Schools (100%)

##### E. E. Smith High School

Mr. E. E. Miller, Mr. Willie E. Currie,

Miss Mildred E. Delaney, Miss Minnie M. Dowdle, Mrs. Ida C. Fowler, Miss Willie M. Freeman, Miss Clemantine L. Holden, Mr. David S. Kelley, Miss Myrtle I. Lennon, Mrs. Nathanlene R. McGhee, Miss Julia W. Mullins, Mr. Brooks H. Walker, Mr. Daniel A. Williams.

#### Edward Evans School

Miss Selina Melvin, Mrs. Amelia P. Avent, Mrs. Emily C. McMillan, Mrs. Juanita Lewis, Miss Frances Williams, Miss Lessie Baldwin, Mrs. Emilie Parker, Miss Alice Elliott, Mrs. Amy L. Jeralds, Mrs. Olivia Parks, Mr. Raymond Anders, Mr. Alfonza Sutton.

#### Newbold Training School

Mr. Jos. Q. Cornick, Miss C. C. Barnes, Mrs. H. T. Chick, Miss M. T. Callender, Mrs. J. E. Coley, Miss K. V. Freeman, Mrs. V. S. Haithman, Mrs. L. B. Hedgespeth, Miss E. V. McIver, Miss S. W. Powell, Miss C. L. Smith, Miss L. S. Summerville, Mrs. A. O. Williams, Miss J. H. Williams.

#### Orange Street School

Mrs. Margaret B. Walker, Miss Pearl L. Bolles, Miss Julia C. Elliott, Mrs. Quay Belle Elliott, Mrs. Beulah V. Melchor, Mrs. Rachel W. Simpson, Miss Janie G. Slater, Mrs. Ellen S. Royall.

#### Fayetteville State Teachers College

Dr. J. W. Seabrook, Mrs. Doris McGlohon Bradshaw, Mr. R. D. Brown, Mr. C. A. Chick, Mr. G. V. Collins, Miss F. P. Eaton, Mr. M. L. Fleming, Miss H. A. Hucles, Miss B. W. Jones, Mrs. W. S. Maize, Miss G. L. Melchor, Miss E. L. Murphy, Mr. J. B. MacRae, Mr. J. W. Parker, Miss L. N. Pope, Mr. L. H. Robinson, Mr. J. B. Scott, Mr. A. L. Scott, Mrs. M. H. Seabrook, Mr. H. S. Smith, Miss N. M. Travis, Miss L. P. Turner, Miss M. J. Chavis, Mr. H. M. L. James, Mr. J. H. Brewer, Mr. J. E. Coppage, Mr. W. A. Gaines.

#### County Group

Mr. Lonnie J. Lockamy, Mrs. Pallie Covington, Mrs. Hazel A. Hayes, Mr. Calvin T. Daniels, Miss Laura D. Harrison, Mrs. Ernestine Cameron, Miss Velva S. McNatt, Mr. W. Edward Murphy, Mrs. Mae W. Foreney, Mrs. Loretta L. Turner, Mrs. Carrie B. Smith, Miss Mary Belle Jones, Mr. Elbert E. Pettiford, Mrs. Joanna P. Adams, Miss Fletcher M. Gilliam, Miss Norma M. Swope, Mrs. Mary W. Mitchell, Mrs. Anna McCall, Mrs. Eugenia J. Scott, Miss Marion L. Throne, Miss Ethelind Smith, Mrs. Leona S. Jackson, Miss Louise M. Lockamy, Mrs. Lorena G. Coppage, Mrs. Marie Holingsworth, Mrs. Margaret H. Lockamy, Miss Eva M. Slater, Mrs. Carrie B. Lamb, Miss Gladys Treadwell, Mrs. Annie M. Evans, Mrs. Alice McAllister, Mrs. Christine Smith, Miss Catherine Malloy, Mrs. Lucille F. Ray, Mrs. Ethel Raiford, Mrs. Jamesena Smith, Miss Marie McDonald, Mr. Charles G. Avent, Miss Cassie Steele, Mrs. Mattie M. Andrews, Miss Minnie McLaughlin, Mrs. Naomi R. Humphrey, Mrs. Eldria K. Hughes, Mr. William N. McGuire, Mrs. Mary S. Cherry, Mrs. Dorothy Murphy, Mrs. Nannie C. Gill, Mrs. Marion H. Mancini, Mr. William C. Bridgers, Mrs. Emily S. Perry, Miss Theresa H. Payne, Mrs. Bertha Stephens, Mrs. Louretta Wood, Mrs. Gertie Wilds, Mrs. Chlorella Herring, Mrs. Mamie L. Meekins, Mrs. Eunice E. Sherman, Mrs. Vann S. Barnes, Mr. Roscoe C. Simmons, Miss Irene C. Jordan, Mrs. Edna S. Kelly, Miss Annie L. Westbrook, Mrs. Nettie McDonald, Miss Lena A. Wood, Mrs. Marion S. Gunnells, Mrs. Henrietta Moore, Mrs. Laura T. Mitchell, Mrs. Quessie A. Drake, Mrs. Elizabeth H. Jones, Mrs. Katie Webb, Mrs. Mittie R. Clark, Mrs. Pinkey McMillan, Mrs. Irene Montague, Miss Susie E. Evans, Miss Leola Smith, Mrs. Ida H. McNeill, Miss Margaret L. McKoy, Mrs. Mary A. Singleton, Mrs. Magoba Adams, Mrs. Inez A. Beaufort, Mr. Wilmer P. McMillan, Mrs. Juanita L. Drake, Mrs. Nellie Stewart, Mrs. Retha Pickett, Miss Annette McKeithan, Miss Vena E. Williams, Mrs. Carrie L. Simon, Mr. John H. Lewis, Jr., Mrs. Mary P. Robinson, Mrs. Agnes S. Mitchell, Miss Nettie P. McNeill, Mrs. Ruth Dublin, Mrs. Johnnie Crawford Pharr, Mr. James B. Baird, Miss Elizabeth F. Edwards, Miss Helen V. Craig, Mrs. Mae Ruff Williams, Mrs. E. W. Maize.

### CURRITUCK COUNTY (100%)

#### Currituck County Unit

Mrs. Alice B. Brown, Mrs. A. D. Hare, Mrs. A. G. Mullen, Mrs. Madieth Williams, Mrs. Judy P. Johnson, Mrs. Iola S. Mullen, Mrs. Lillie Smith, Miss Naomi E. Fulford, Miss Lillie E. Lamb, Miss Elnora Burke,

Miss Margaret M. Joyner, Miss Cleopatra J. Wilson, Mr. J. A. Brown.

### DAVIDSON COUNTY

#### Lexington City Schools (100%)

##### Dunbar High School

Mr. A. B. Bingham, Mr. C. A. McCoulough, Mr. W. C. Young, Mr. D. A. Wooten, Mr. J. C. Simpson, Mr. H. G. Sullivan, Miss Frances P. Hargrave, Miss N. Marian Ferrell, Miss Clara M. Conway, Miss Doris E. Lomax, Miss Gertrude H. Mabry, Miss Ida A. Mabry, Miss Flora L. Dixon, Miss Hildred J. Moore, Mrs. Beatrice P. Reid, Mrs. Lucille B. Bingham, Mrs. Julia V. Bittins, Mrs. Rosa H. Ellis, Mrs. Dorothy G. Penn.

##### Davidson County Unit

Mrs. L. M. Evans, Mrs. M. S. Singleton, Mrs. H. N. Sullivan, Mrs. F. F. Hairston, Mrs. Jessie W. Miller, Mrs. R. N. Thomas, Mrs. M. Muldrow.

### DAVIE COUNTY

#### Davie County Unit

Miss W. L. Holman, Mrs. Lucille H. Douthit, Miss Minnie O. Hairston, Mrs. A. Y. Bovan, Miss Geneva Clement, Mrs. V. L. Davidson, Miss A. E. Dulin, Mrs. Louise Gaither, Rev. T. S. Holman, Mrs. Esther G. Howard, Mrs. Fannie L. McCallum, Mr. J. A. Patterson, Miss J. L. Tabor, Mrs. Mary Slade Davis, Mrs. Daisy Belle Burke.

### DUPLIN COUNTY (100%)

#### Duplin County Unit

Mr. R. A. Merritt, Mr. Chas. McCoy, Mrs. Mildred Blue, Miss Eleanor Rouse, Miss Cornelia Best, Miss Lena M. Branche, Mrs. Rossie Blackmore, Mrs. Purnie L. Graham, Mrs. Marie A. Monk, Mrs. Fannie B. Smith, Mrs. L. Dora Branche, Miss Lillie B. Hall, Mrs. Sudie Stackhouse, Rev. M. S. Branche, Mrs. I. M. Branche, Mrs. F. E. Lenon, Mr. A. D. Belton, Mr. C. H. Chalmers, Miss Bessie L. Beaty, Mr. W. E. Smith, Mrs. Annie J. Wells, Mrs. Nettie C. Boyette, Mrs. Flossie Williams, Mrs. Dorothy Thorpe, Miss Nesfield Wright, Miss Thelma Faison, Mrs. Mary K. Smith, Miss Veressa Williams, Mrs. M. L. Turner, Mr. J. E. Belton, Mrs. M. H. Belton, Mrs. S. H. Taylor, Mrs. Mary T. Chalmers, Miss Doretha Dafford, Miss Lillie M. Brunson, Mrs. Mary A. C. Thompson, Miss Alpha L. Thompson, Mrs. Mamie Smith, Mrs. Sudie C. Murfree, Mrs. Hattie Royall, Mrs. Lillie B. Newby, Miss Wilma Wallace, Mrs. Frances Levingston, Mrs. Lillie F. Grimes, Miss Geneva Slocum, Mr. E. H. Ware, Miss L. Baggett, Mrs. M. J. Branche, Mrs. Laura B. Ware, Miss Florence Everette, Mrs. Daisy Branche, Mr. F. H. Murray, Miss Beulah Moore, Mrs. Maggie S. James, Miss Sallie Kornegay, Miss Lola Baggett, Mr. I. R. Barcliff, Mrs. Bencie Barcliff, Mrs. Mankie Morris, Miss F. K. Sharpless, Miss Willie M. Sanders, Mr. A. O. Williams, Mrs. Gertrude Wright, Miss Sula Dixon, Miss Burneitha Armwood, Miss Evelyn Henry, Mrs. O. Thornia Hill, Mr. W. F. Johnson, Mrs. Ethel H. Boyd, Mr. Joseph C. Walters, Miss Othell Faison, Mrs. Willie McCoy, Mrs. Beulah Larkins, Mrs. Carrie B. Batts, Mrs. L. D. Miller, Miss Willie Fennell, Mrs. Lillian Johnson, Mrs. Hattie R. Dobbins, Mrs. Pauline Watkins, Mrs. Juanita Boney, Miss Carrie Sharpless, Mrs. Narcissus Walls, Mr. J. B. Dafford, Mr. C. W. Dobbins, Mrs. Visel Nervis, Miss Mattie L. Blackmore, Mr. Bernard Boney, Miss Floryda James, Mrs. Mattie N. Pierce, Miss J. V. Summerset, Mrs. Eula Boney, Mrs. Tabitha Stevens, Mrs. Isabel McGowan, Mr. R. H. Smith, Mrs. Thelma Thompson, Mrs. Edna Robinson, Miss Mollie Smith, Miss Mary L. Moore, Mrs. Julia Galbreth, Mrs. Donnie Mallette, Mr. W. M. Howard, Miss Mallie Cooper, Mrs. Irene A. Carr, Mr. Luther J. Sutton, Mrs. Mary D. Stanford, Mrs. Minnie T. Howard, Mrs. Bertha Kornegay, Mrs. Maude S. Horton, Mrs. Annie McConn.

### DURHAM COUNTY

#### Durham City Unit (100%)

##### North Carolina College

Dr. James E. Shepard, Mr. Charles Alston, Mr. C. C. Amey, Miss Ila J. Blue, Mr. J. R. Butts, Miss B. Frazier Creecy, Miss Diana S. Dent, Dr. J. Elmo Dorsey, Mrs. C. Ruth Edwards, Miss Alethia Elps, Dr. W. Edward Farrison, Dr. John Hope Franklin, Miss Ruth H. Gillum, Mrs. Julia W. Harris, Dr. Joseph S. Himes, Jr., Mr. Charles L. Holmes, Mr. Norvell W. Hunter, Mrs. L. F.

James, Mr. C. E. Boulware, Mrs. Ann McA. Johnson, Mrs. Althea Jones, Mrs. Nan H. Jones, Dr. James S. Lee, Dr. Ernest Manasse, Dr. Albert E. Manley, Miss Pauline F. Newton, Mr. Herman H. Riddick, Mrs. Clara Reid, Dr. William H. Robinson, Dean Ruth G. Rush, Miss Parepa Watson, Mr. James T. Taylor, Dr. Joseph H. Taylor, Dr. Albert L. Turner, Miss Dorothy G. Williams, Mr. C. Tinsley Willis, Miss Helen V. Wilson, Dean John L. Stewart, Miss Tomi C. Tinsley, Mr. LeRoy T. Walker, Mr. Benner C. Turner, Mrs. Marie C. Moffitt.

##### Hillside High School

Mr. Wm. M. McElrath, Miss Annie R. Cruse, Mrs. Elizabeth R. Herndon, Mr. Benjamin F. Page, Mr. S. L. Dudley, Mrs. D. May Norris, Miss Mary P. Sharpe, Mrs. Mable A. Mabry, Mrs. Gertrude A. Winslow, Mrs. Minnie P. Turner, Miss Virgie L. Jones, Mr. J. E. Peele.

##### James A. Whitted School

Mr. T. A. Parker, Mrs. Marion Alston, Mrs. Nellie Baldwin, Mrs. Ethel Bradshaw, Mr. W. L. Bradsher, Mrs. Minnie Gilmer, Mrs. Lucille Hancock, Mrs. Madge Hargraves, Mrs. Ethel Marshall, Mrs. Jessie Maryland, Mrs. Grace Massey, Mrs. Adella Morris, Mrs. Mary Newby, Miss Sarah Pratt, Miss Gladys Roberson, Mrs. Fannie G. Robinson, Rev. L. J. White, Mrs. Lyda Wray, Miss Constance Young, Mrs. Bernice W. Jones.

##### W. G. Pearson Elementary School

Mr. N. A. Cheek, Miss H. M. Jenkins, Mrs. S. C. Escoffery, Mrs. J. D. Gamble, Mrs. M. E. Trice, Miss B. L. Foster, Miss M. E. Stephens, Mrs. B. S. Peele, Mrs. A. W. Payne, Mrs. S. C. Foreman, Mrs. G. M. Wheeler, Mrs. E. M. Morrison, Mrs. A. J. Kirby, Mr. Edgar Alston, Mrs. M. O. Lee, Mrs. C. T. Davidson, Mrs. N. G. Cooper, Miss W. M. Pamplin, Mrs. M. W. Amey, Mrs. C. R. Holmes, Mrs. N. W. Thorpe, Mrs. F. D. Liverpool, Mrs. M. W. Saunders, Mrs. T. A. Parker, Miss L. A. Royster, Mrs. B. S. Bailey, Mrs. H. D. Fleming, Mrs. B. S. White, Mr. T. R. Webber, Mrs. N. L. Johnson, Mrs. G. R. Cheek, Mrs. P. H. Cordice, Mr. Wm. Allen, Mr. H. M. Whitted, Mrs. E. W. Butler, Mrs. E. R. Hubbard.

##### Burton School

Mr. F. G. Burnett, Miss Annie M. Duniagan, Mrs. Elizabeth Pratt, Mrs. Loris S. Ray, Mrs. Bettye A. Reeves, Mrs. Mabel A. Watson, Mrs. Georgia D. Whitted.

##### Lyon Park School

Mr. J. M. Schooler, Mrs. R. D. Artis, Mr. William D. Battle, Miss A. L. Cobb, Mr. A. M. Coward, Miss A. M. Paulk, Mrs. N. P. Grigsby, Mrs. M. C. Grant, Miss R. B. Grissom, Mrs. Isabella M. Harden, Mrs. B. E. McLaurin, Mrs. G. L. Smith, Miss M. L. Stephens.

##### Hickstown School

Prof. H. A. Hill, Mrs. E. B. Artis, Miss R. C. Norris, Mrs. R. B. Webb.

##### East End School

Mr. F. D. Marshall, Mrs. W. B. Bradsher, Mrs. M. H. Brewington, Mr. E. E. Cannady, Mrs. G. A. Dawkins, Mrs. E. R. French, Mrs. J. H. George, Mrs. N. C. Greene, Mrs. R. D. Holloway, Miss E. D. Leathers, Miss J. E. Lewis, Mrs. M. D. McElrath, Miss B. B. Meadows, Mrs. M. G. Nance, Mrs. C. C. Pemberton, Mrs. E. H. Plummer, Mr. Frank Sowell, Miss Sue L. Warren, Mrs. P. B. Watkins.

##### Walltown School

Mrs. Cora T. Russell, Mrs. Eddy H. Fogle, Mrs. Georgia G. Jemison, Mrs. Lula S. Jackson, Miss Cleo M. Russell, Mrs. Minnie H. Wilson.

##### Durham County Unit (100%)

Mrs. Addie C. Gatewood, Miss Helen D. Ridley, Mrs. Essie N. Curry, Miss Iva Donnell, Miss Doris M. Stroud, Mr. L. S. Gilliard, Mr. L. P. Williams, Mrs. Hortense Holman, Mrs. Pearl George, Mr. J. D. Lennon, Mrs. Bernice E. Johnson, Mr. Paul F. Hill, Miss Anna K. Thornton, Mrs. Viola E. Pindle, Mrs. Loraine G. Thorpe, Mrs. Gertrude Hankins, Mrs. Leona L. Smith, Mrs. Stella W. Austin, Mrs. Lucille P. King, Mrs. Sarah E. Thompson, Mrs. Madge L. Turner, Mr. J. W. Davidson, Miss Celestia Harris, Miss Essel D. Dunlap, Mrs. Marian B. Warren, Mrs. Margaret A. Allen, Mrs. Martha B. Thorpe, Mrs. Augusta M. Rogers, Mrs. Dora B. Atwater, Mrs. Maude T. Sowell, Mr. J. H. Malloy, Mr. R. H. Harrell, Mrs. I. D. Coleman, Mr. J. L. Moffitt, Mrs. Edna R. Tuck, Mrs. Minerva W. Evans,

Mrs. Sadye Wallace, Mrs. Mamie G. Dawson, Mrs. Gladys H. Rhodes, Mrs. Sallie E. Harris, Mrs. Laura A. Parker, Mrs. Lula H. Schooler, Mrs. Loa H. Solice, Mrs. Rosa B. Branch, Miss Lillie M. Rogers, Mrs. Gertrude Taylor, Mrs. Estelle Nixon, Mr. C. B. Nixon.

##### At Large

Miss Frances C. Query.

### EDGECOMBE COUNTY

#### Tarboro City Schools (100%)

##### W. A. Pattillo High School

Mr. W. H. Pattillo, Mrs. E. W. James, Mrs. Alice P. Hooker, Mrs. J. M. Pettaway, Mrs. W. F. Jones, Miss E. M. Bryan, Miss R. A. Graves, Mrs. R. M. Barnes, Mrs. N. W. Bryant, Mrs. M. G. Woodley, Mrs. M. J. Brown, Mrs. E. O. Jones, Mrs. R. M. Little, Mrs. S. J. Pattillo, Miss Laura R. Hammonds, Miss S. B. Garrett, Mrs. Thelma Q. Foster, Miss Lois M. McNeill, Mr. Frank Mathewson, Mr. Nolan Little, Mrs. Susie M. Thomas, Mr. S. V. Brown, Mrs. Mary P. Williams, Mrs. Mamie Forrest, Miss E. E. Lewis.

##### Princeville School

Miss H. A. Walston, Miss F. O. Bridgers, Mrs. Mary W. Mathewson, Mrs. Pearl W. Bennett.

##### Edgecombe County Unit (100%)

Mrs. Annie W. Johnson, Mrs. Sallie E. Small, Mrs. Nellie W. Wesson, Miss Doris E. McNeill, Mrs. S. A. Gilliam, Mr. S. A. Gilliam, Mrs. E. M. Venture, Mrs. Tyress W. Keyes, Mrs. Mable B. Lawson, Mrs. E. P. Hedgepeth, Mr. A. A. Smith, Mr. Charles D. Wooten, Mr. James H. Dickens, Miss Alice L. Hines, Mrs. Janet H. Haywood, Miss Mary Perry, Mrs. Lois Harrison, Miss Addie Lawrence, Mrs. Dinnie L. Harper, Mrs. Mabel J. Hines, Mrs. Georgia M. Grundy, Miss Susie R. Hammonds, Mrs. Bonnie G. Pettaway, Miss Virginia E. Poole, Mrs. Minnie T. Bullock, Mrs. Beulah G. Wilkes, Mrs. Ximena Martinez, Miss Almata Weaver, Mrs. Maude H. Cozart, Miss Lucinda King, Mrs. Lucille A. Quinchett, Miss L. Beatrice Haggard, Miss Gladys Hammonds, Mrs. Margeurite P. Wimberly, Miss Lelia D. Hart, Mrs. Bertha W. High, Mrs. Maggie B. Chase, Mrs. Willie F. Bullock, Mrs. Louella W. James, Mr. Richard H. Pitt, Mrs. Susie T. Pitt, Mrs. Marion B. Payne, Mr. P. B. Bullock, Miss LaVerne Miller, Mrs. Margaret W. Baker, Mrs. Ethel H. Baker, Mrs. Juanita F. Barnett, Mrs. Naomi P. Savage, Mrs. Laura N. Hall, Mrs. Ella L. Pailin, Mrs. Vivian M. Smith, Mr. A. U. Hexstall, Mrs. Marion W. Spence, Mrs. Catherine W. Smith, Mrs. Ruth W. Price, Mrs. Sarah B. Pitt, Mrs. Olive S. Bridges, Mrs. Emma A. Kates, Mrs. Effie R. Batts, Mrs. Lena G. Jones, Mrs. Bertha B. Williams, Miss Blanche T. Scales, Mrs. Julia I. Gordon, Miss Della L. Pitt, Mrs. Lella L. Gay, Mrs. Maggie H. Carraway, Mrs. Laura B. Halley, Mrs. Ethel B. Foreman, Mr. I. C. Rodgers, Miss Violet L. Perry, Miss Eloise F. Walker, Mrs. M. Phillips Boddie, Miss Mary E. Reid, Mrs. Ida W. Knight, Mrs. Evelyn B. Dickens, Mr. J. W. Wiley, Mrs. Georgia P. Wiley, Mrs. Bertha P. Battle.

### EDGECOMBE-NASH COUNTIES (100%)

#### Booker T. Washington High School

Mr. O. R. Pope, Mr. Randolph D. Armstrong, Miss Anna E. Brown, Mr. Earl C. Burnett, Mrs. Margaret Armstrong, Mrs. Ernestine Davis, Miss Onelia A. Davis, Mrs. Esmeralda Hawkins, Mrs. Wilma Lassiter, Mrs. Mabel Lendhardt, Miss Beatrice A. Moore, Mr. G. E. Pash, Mrs. Ica C. Smith, Mrs. Eddythe R. Tweedy, Mrs. Beatrice E. Underwood, Miss Pocahuntas Whitley, Miss Ethel Wyche, Mr. R. E. Thompson, Mr. Theodore Long, Mrs. L. C. Long, Mr. A. Williams.

##### Lincoln School

Mr. Charles T. Edwards, Miss Ella B. Allen, Mrs. Annie D. Armstrong, Miss Cora A. Battle, Mrs. Annie K. Biggs, Miss Juanita Exum, Mr. T. V. Foster, Jr., Mrs. Sallie S. Kirby, Miss Mary F. Lane, Miss Ethel M. Lucas, Mrs. Annie W. Neville, Mrs. Theresa K. Lyles, Mrs. Jessie H. Pash, Miss Annie L. Perry, Miss Reba L. Perry, Mrs. Helen C. Redding, Mrs. Georgia P. Walker, Miss Ida B. Westry, Miss Petty L. Brown.

##### O. R. Pope School

Mr. M. Davis, Miss Catherine M. Anthony, Mrs. Mary L. Backus, Mrs. Annie W. Battie, Mrs. Ila K. Bellamy, Mrs. Mattie S. Bowen,

Mrs. Gladys M. Cofield, Mrs. Nannie G. Bratcher, Mrs. Susie A. Hagans, Mrs. Sarah S. Leonard, Mrs. Myrtle L. Lewis, Mrs. Corleuse F. Morgan, Mrs. Lizzie P. Jenkins, Mrs. Martha B. Townsend, Mrs. Gladys W. White.

#### *Annie W. Holland School*

Mr. Boyd L. Ancrum, Miss Mary C. Porter, Miss Gloria M. Diggs, Miss Lillian Wells, Mrs. C. V. Riggsbee, Mrs. Lena R. Daves, Mrs. Lucille Battle Davis, Mrs. L. P. Thigpen, Miss H. V. Vincent, Miss K. B. Gray, Mrs. L. Y. Brown, Mrs. L. S. Pittman, Mrs. J. P. Cotton, Mrs. M. C. Williams.

#### *State Training School for Negro Girls*

Miss Mae D. Holmes, Miss Margaret Hunter, Miss Blanche G. Reid, Mrs. H. Rose Taylor.

#### *At Large*

Mrs. T. R. Lyles.

### FORSYTH COUNTY

#### *Winston-Salem City Schools*

##### *Fourteenth Street School (100%)*

Mr. J. D. Ashley, Miss Irma L. Banks, Mrs. Gwendolyn B. Laurent, Mrs. Essie O. Donoho, Mrs. Ruby T. Epperson, Miss Nannie M. Erwin, Miss Mamie B. Faithful, Mrs. Esther B. Fountain, Miss Zetta K. Gabriel, Mrs. Hazel Garrett, Mrs. Eleanor G. Hall, Mrs. Glennie M. Hall, Mrs. Ella D. Haith, Mrs. Edith S. Hamond, Mrs. Mary L. Jeffreys, Miss Doris J. Jenkins, Mrs. Nannie S. Johnson, Mrs. Ella B. Jones, Mr. Roger W. Kiser, Mrs. Agnes M. Lee, Mr. Charles I. Martin, Mrs. Willa H. Michael, Miss Piccola L. Morrow, Miss Rosa B. O'Kelly, Miss Minnie E. Patterson, Mrs. Juanita S. Penn.

##### *Columbia Heights Primary School (100%)*

Mrs. Lillian B. Williams, Miss Mabel Allen, Mrs. Eloise Dillahunt, Miss Edmonia Duffy, Mrs. Maria Ferguson, Mrs. Barbara Hepler, Miss Erna Jones, Mrs. Elizabeth Martin, Miss Gladys Mauney, Mrs. Belle D. McCorkle, Mrs. Sara Oliver, Mrs. Irene Pannell, Mrs. Vera P. Sadler, Miss Evelyn Spencer, Miss Sarah Thigpen.

##### *Columbia Heights Elementary School (100%)*

Mr. A. B. Reynolds, Mrs. D. H. Blount, Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. C. O. Cloud, Mrs. C. D. Blam, Mrs. I. B. Ellis, Mrs. E. D. Fitch, Miss N. C. Foster, Mr. B. D. Friend, Mr. L. B. Greene, Miss F. B. Hairston, Miss L. C. Hairston, Miss T. E. Koger, Miss M. B. Lancaster, Mr. J. O. Lowery, Mrs. N. S. Manning, Miss P. A. Neal, Miss E. H. Sadler, Mrs. B. G. Simpson, Mrs. E. S. Williams, Miss E. L. Wentz, Mrs. L. D. Yarborough.

##### *Woodland Avenue School (100%)*

Mr. R. S. Hayes, Miss E. L. Burrell, Miss E. Paye Cash, Mrs. M. C. Haith, Miss A. P. Hight, Miss L. L. Hooper, Miss O. C. Howell, Miss A. S. King, Miss G. M. Whitworth, Mrs. M. K. McCurry, Mrs. M. L. Pitts, Mrs. B. G. Robinson, Mrs. N. L. Taylor, Mrs. G. B. Tonkins, Mrs. V. Wagner, Miss L. C. Wesley, Miss M. O. Wright.

##### *Kimberley Park School (100%)*

Mr. A. H. Anderson, Mrs. L. M. Anderson, Mrs. M. S. Burns, Mrs. S. H. Claydon, Mrs. C. A. Hickerson, Mrs. L. C. Compton, Mr. B. N. Cook, Mr. L. A. Cook, Mrs. G. S. Crawford, Mrs. V. T. Cromwell, Mrs. R. M. Dixon, Miss O. Ford, Mrs. R. S. Harris, Miss A. R. Hendricks, Mrs. C. C. Humphrey, Mrs. W. B. Lash, Mrs. E. B. Lewis, Miss M. L. Lewis, Mrs. R. B. Lewis, Mrs. R. P. Matthews, Mr. E. L. Patterson, Mrs. D. O. Penn, Mr. W. E. Pitts, Mrs. S. W. Powell, Miss M. T. Rankin, Miss A. E. Setzer, Miss L. C. Sheffield, Mrs. B. P. Spainhour, Miss S. M. Speight, Mrs. H. G. Tanner, Mrs. I. A. Todd, Mrs. W. Y. Truesdale, Miss M. P. Truesdel, Mrs. D. N. Unthank, Mrs. L. D. Watson, Miss B. Watts, Mrs. M. L. Wooten, Mr. A. L. Yarborough.

##### *Winston-Salem Teachers College (100%)*

Dr. F. L. Atkins, Mr. J. A. Atkins, Mrs. Martha S. Atkins, Mrs. Daisy F. Baisley, Mrs. Vivian L. Blair, Mrs. Lucy H. Bradshaw, Mr. T. J. Brown, Mr. W. A. Bryant, Miss Florence T. Butler, Mrs. Josephine M. Clanton, Mr. H. L. Clark, Mrs. Frances R. Coble, Mr. J. S. Crombie, Miss Iola A. Davis, Mr. J. P. Diggs, Miss Rachel E. Diggs, Mr. J. A. Dillard, Mr. C. E. Gaines, Mr. H. E. Goore, Mr. G. A. Hall, Miss Theodosia V. Hall, Mrs. Louise S. Hamilton, Mr. M. M. Hauser, Mrs. Christine K. Hedgley, Mr. T. R. Hunt, Miss Elva V.

James, Mr. G. L. Johnson, Mrs. Lillie D. Love, Mr. A. P. Marshall, Miss C. Beatrice Moore, Mr. A. H. Morrow, Miss Alice P. Neely, Mrs. Madge L. Neely, Mrs. Iris W. Officer, Mr. C. J. Parker, Miss Daisy M. Perry, Mrs. Mattie E. Perry, Miss H. Belle Raiford, Miss Georgia M. Rowe, Mrs. Leola M. Ross, Mr. A. D. Sherrod, Mrs. Cordelia L. Stiles, Mr. A. I. Terrell, Mrs. Lucille G. Terrell, Miss Ethel C. Wilkinson, Rev. K. R. Williams, Mrs. Doreatha E. Williamson.

#### *Winston-Salem Teachers College*

##### *Future Teachers' Chapter*

Miss Velma M. Alston, Miss Ruth A. Baringer, Miss Lessie L. Branche, Miss Sadie L. Eynum, Mr. Clarence Cooper, Mr. James D. Cox, Miss Frances A. Davis, Mr. William S. Davis, Miss Hattie M. Daniels, Miss Roberta V. Enoch, Miss Queenie L. Gardner, Miss Mary L. Gibson, Mr. Samuel P. Gerald, Miss Elizabeth A. Grinton, Miss Edna E. Gwynne, Miss Lillian K. Husband, Miss Burleen Jackson, Miss Katie I. Lawrence, Mr. Roland W. Lawrence, Miss Betty V. Leach, Miss Sara E. Lyles, Miss Ada T. McNeal, Miss Clarretta C. McNeill, Miss Margaret B. Norton, Mr. Thomas D. Shavers, Miss Vivian I. Shields, Miss Roberta E. Stinson, Miss Beulah M. Smith, Mr. Joseph A. Swain, Miss Ora L. Thomas, Miss Margaret L. Turner, Mr. James A. Turner, Miss Savannah R. Walters, Miss Blonnie M. Washington, Miss Arabella M. Watts, Miss Essie M. Wilder, Miss Nina L. Williamson.

##### *Forsyth County Unit*

Mr. E. F. Wilson, Mrs. Jessie C. Young, Mrs. Carrie Craig, Mrs. Juanita Lomax, Mrs. Marion Faulkner, Mrs. Rosa Boyd, Mrs. Ruth Summers, Mrs. Helen Richardson, Mrs. Emily Berrien, Mrs. Lovie Eaton, Mrs. E. H. Peterson, Mrs. Barbara Alexander, Mrs. Clara Douglas, Mrs. Johnnie Spann.

#### *At Large*

Mrs. Lottie S. Hairston.

### FRANKLIN COUNTY

##### *Franklinton Township Unit (100%)*

Mrs. Mattie H. McCrimmon.

##### *Albion Academy*

Rev. J. P. Mangrum, Mrs. Burette L. Mangrum, Mrs. Q. E. D. Hawkins, Rev. W. D. Burton, Mrs. W. M. Hardy, Miss A. O. Haywood, Mr. R. J. Campbell, Mrs. A. M. Campbell.

##### *B. F. Person School*

Mrs. C. S. Hawkins, Mrs. A. W. King, Mr. Melville Person, Mrs. E. R. Greene, Mrs. Daisy V. Long.

##### *Concord School*

Dr. H. T. McFadden, Mrs. Maude McFadden, Mrs. Novella H. Reid.

##### *Katesville School*

Miss Hudie Sills, Mrs. Susie Sills Alston.

##### *Copeland Perry School*

Rev. T. J. Young, Mrs. Elsie B. Harris.

##### *Mt. Olive School*

Mrs. Ora L. Person, Mrs. Grace B. Thomas.

##### *Franklin County Unit (100%)*

##### *District No. 1*

Mr. C. A. Harris, Miss M. L. Hill, Miss E. B. Hendricks, Miss C. E. McKnight, Mrs. R. H. Ruffin, Mrs. V. N. Price, Miss M. L. White, Miss F. E. Gaines, Miss G. J. Yarborough, Mrs. J. M. Ridley, Mr. J. O. Himbry, Miss L. S. Bradshaw, Mr. C. E. Conway, Mr. T. E. Conway, Miss E. M. Syrus, Miss C. M. Stephenson, Mrs. V. H. Levister, Miss O. L. Yarborough, Mrs. L. P. Johnson, Mrs. E. F. Johnson, Mrs. L. A. Dunn, Miss R. C. Burt, Mrs. H. B. Harris.

##### *District No. 2*

Mr. Edward E. Manley, Miss Martha L. Foster, Mr. Alonzo G. Coley, Miss Carrie E. Denton, Miss Ethelene McKnight, Miss Inez W. Thomas, Mr. Arthur Williams, Miss Gertrude A. Jones, Mrs. Mayme J. Hawkins, Miss Evelyn Jenkins.

##### *District No. 3*

Mr. J. E. Wilson, Mr. Cedric H. Jones, Mrs. Priscilla M. Alston, Mrs. Mary G. Livingston, Mrs. Betty G. Thomas, Miss Annie A. Haywood, Mrs. Sadie M. Suitt, Rev. D. W. Holt, Mrs. Bertha D. Wilson, Mrs. Sarah W. Davis, Mrs. Sallie L. Rodwell,

Mrs. Chlora E. Holt, Mrs. Hattie B. Spruill, Rev. Thomas M. Alston, Mr. William L. Spruill.

##### *District No. 4*

Mrs. Edna M. Ridley, Mrs. C. B. Young, Mrs. Elizabeth Leonard, Mrs. D. H. Anderson, Mr. Z. F. Hill, Mrs. Anna Greene, Mrs. Fannie M. Coley, Mrs. Maggie Bridges, Mrs. Doretha Massenburg.

##### *District No. 5*

Mr. R. M. Darden, Mr. S. L. Suitt, Miss Queen E. Hester, Miss Blonnie Ree Brewington, Mrs. Glennie Y. McKethan, Mrs. Novella B. Crudup, Mrs. Alice O. Hawkins, Miss Letha C. Worley, Miss Jessie E. Merritt, Mrs. Sudie Woodard, Mrs. Cleora Y. Martin, Mrs. Octavis S. Merritt, Mrs. Eurallee D. Alston, Mrs. Martha B. Hawkins, Miss Louise Malone, Mrs. Lavinia M. Harrell.

### GATES COUNTY

##### *Gates Training School (100%)*

Mr. T. S. Cooper, Mr. W. A. McMillan, Miss Sarah Lane, Mrs. Christine H. Patterson, Mrs. Vertie N. Staton, Miss Martha J. Long, Mrs. Hazel G. Spellman, Mrs. Naomi P. Goodman, Mrs. Bernice P. Sawyer, Mr. C. M. Sawyer, Mrs. R. A. Cooper, Mr. R. S. Cooper.

##### *Gates County Unit*

Mr. W. N. Douglas, Mrs. Mary F. Hardy, Rev. H. L. Mitchell.

### GASTON COUNTY

##### *Cherryville City Schools (100%)*

##### *John Chavis High School*

Mr. J. H. Twitty, Mrs. E. T. Mann, Miss Johnnie Pass, Mr. Fred Smith, Mr. Brodius Howell, Mr. Carl Hargraves, Mr. H. F. Jones, Miss Aljunia Baker, Mrs. Missouri Morgan, Mrs. Charlotte Byers, Mrs. Mary Cunningham, Mr. U. G. Whitworth.

##### *Gastonia City Schools (100%)*

##### *Highland High School*

Mr. T. Jeffers, Miss Ruth E. Adams, Mrs. Hazel M. Barber, Mrs. Ruth J. Benson, Mr. Moses A. E. Blair, Mrs. Velma J. Blair, Mr. Glendell N. Brooks, Mrs. Gladys M. Costner, Mrs. Eva L. Davis, Miss Mary L. Dendy, Mr. Eugene L. Dunn, Mrs. Carnella H. Dunn, Miss Florence C. Floyd, Miss Grace L. McCollom, Mrs. Emma J. McKoy, Mr. George W. Miller, Mr. Jerome E. Oxner, Mr. Franke E. Parker, Mr. Harry D. Patterson, Miss Ann L. Potts, Miss E. Myrtle Pryor, Mr. Jefferson R. Robinson, Mrs. Cleo F. Rozzell, Mr. Robert L. Schooler, Mrs. Edwina S. Schooler, Miss Mary E. Skinner, Mrs. Lucia F. Taylor, Mrs. Louise O. Wellmon, Miss Ann D. Wellmon, Miss Esther G. West, Miss Effie M. White, Mrs. Blanche P. Williams, Mr. Lloyd A. DeGraffenreid.

##### *Gaston County Unit*

Mr. T. E. Grier, Mrs. R. M. Grier, Mr. J. R. Henry, Mrs. Isabel Mauney, Miss Agnes Barber, Miss M. E. Morrow, Mrs. Jeannette W. Crawford, Mrs. Constance Henry, Mr. Ulysses A. Johnson, Miss Mary E. Owens, Mr. L. R. Wells, Mrs. Flora C. Adams, Mrs. C. C. Vining, Mrs. Alice B. Biggers, Mrs. Lula Montgomery, Mr. E. D. Wilson, Mr. E. W. Draughan, Mrs. Edna Draughan, Mrs. L. S. Boulware, Miss Grace Johns, Mrs. M. W. Wilson, Mr. Alphonza Brown, Mr. C. M. Roberts, Miss Frankie Carson, Miss Mary Reeves, Mrs. Dora Humphrey, Mrs. Mable A. Boyce.

### GRANVILLE COUNTY

##### *Oxford City Schools*

##### *Mary Potter School (100%)*

Dr. H. S. Davis, Miss Dorothy Powell, Mr. R. A. Lewis, Miss Helen Morton, Mrs. Mary Hall Scott, Miss Margie C. Morris, Miss Edith Scriven, Mrs. Isadore S. Brennan, Mr. G. R. King, Miss Biverous Pretty, Miss Alyce Williams, Mr. J. W. Saunders, Mr. H. K. Gilreath, Mr. A. M. Gillespie, Miss Esther R. Jordan, Miss D. E. Peace, Mrs. R. E. Howell, Mrs. L. W. Battle.

##### *Orange Street School (100%)*

Mr. James W. Hall, Miss Sadie A. Ridley, Mrs. Lillian Q. Hamme, Mrs. James C. Baptiste, Mrs. B. B. Green, Mrs. Marie T. Cureton, Mrs. Ollie H. Johnson, Mrs. Adele R. Greene, Mrs. Frances J. Hawley, Miss Hallie S. Barnes, Mrs. Bessie C. Ransom, Mrs. Eva C. Anderson, Miss Courtney N. Eaton, Mrs. Ruth H. Payne, Mrs. Nora D. Hicks, Mrs. Bessie P. Tyler.

**Colored Orphanage Graded School (100%)**

Mrs. L. G. Smith, Mrs. C. G. Belton, Mrs. E. G. Littlejohn, Mrs. E. R. Chavis, Mrs. B. G. Williamson, Mrs. R. M. Cousin, Mr. A. R. Howell, Mrs. H. P. Cheatham.

**Granville County Unit (100%)**

Mrs. Elizabeth Hicks, Mrs. Mary Wim-bush, Mrs. Hattie Norwood, Mrs. Beatrice Wilson, Mrs. Olivia Bullock, Mrs. Lucinda Poole, Mrs. Missouri Faine, Mrs. Josephine Graham, Miss Vivian Chavis, Miss Amelia P. Perry, Mrs. Francis H. Jeffers, Mrs. L. V. Roberts, Mrs. Janie E. Pettiford, Mrs. A. M. Howard, Mrs. D. B. Davis, Mr. Charles E. Gregory, Mrs. Pearl Fitz, Mrs. Lelia Short, Miss Ethel Jones, Mrs. Bessie Redding, Mrs. Florence Moss, Mrs. Willia Chavis, Miss Irene Miller, Mrs. Maggie M. Vass, Mrs. Ruth A. Davis, Mrs. Olivia Sanford, Prof. Warner Cannady, Mrs. Lucetia Harris, Mrs. Sarah A. Payne, Mrs. M. H. Scott, Mrs. I. S. Brenman, Mrs. Lucille Allen, Miss Lethia Jones, Mrs. M. W. Gant, Mrs. C. F. H. Broadie, Miss A. V. Oakley, Miss D. A. Joyner, Mr. G. H. Williams, Mrs. Wm. E. Baptiste, Miss C. C. Shuford, Mrs. A. W. Gregory, Mrs. Nannie W. Clark, Mrs. Maude Landis, Mrs. Lelia B. Smith, Miss Alma Powell, Mrs. Willia B. Gibson, Miss Elizabeth Smith, Miss Dorothy McGhee, Miss Aurelia Burton, Mrs. Rachel Blackwell, Mrs. Roberta Gilbreath, Mrs. M. F. Yancey, Miss Nancy Mayes, Mrs. Susie Cooper, Miss May-lor Oakley, Mrs. Hattie Hester, Mrs. Mollie Chavis, Mrs. Louise Bibby, Miss Hattie H. Rogers, Mrs. E. B. Young, Mrs. Irene Tyler, Mrs. Nell B. Eaton, Miss Martha Massen-burg, Mrs. Adelaide S. King, Mrs. Willia N. Mayo, Mrs. Lorena Hedgespeth, Mrs. Serena Parker, Mrs. Ola Hill, Mrs. Ludie B. Green, Miss Isabel Hicks, Mr. John J. Eiseby, Mrs. Patsy B. Jackson, Mrs. Mary H. Smith, Miss Ruth G. Thompson, Miss Q. Marie Lancaster, Mr. Andrew McGhee, Jr., Mr. Grover C. Hawley, Mrs. Pearl Tilley.

**GREENE COUNTY****Greene County Training School (100%)**

Mr. L. H. Smith, Jr., Miss Willie D. Carrol, Miss Vater J. Holland, Miss Rosa L. Suggs, Mrs. M. L. E. Burge, Mrs. Gertrude S. DeVane, Mrs. Maggie K. Dudley, Mrs. Genola T. Edwards, Mrs. Ruth E. Edwards, Mrs. Charlotte J. Johnson, Mrs. Kennie D. Smith, Mrs. Rother S. Stanton, Mrs. Mittie E. Suggs, Mrs. Hattie T. Joyner, Mr. Earl J. Brinson, Mr. John O. Daniel, Mr. Leroy R. Redden, Mr. George W. White, Jr.

**Greene County Unit (100%)**

Miss Ruby Dunn, Mr. Isaac Jordan, Mrs. Clara Jordan, Mrs. R. M. Cooper, Mrs. Lossie Holley, Mrs. Isoline Taylor, Mrs. Ada B. Stitt, Miss Viola Welch, Mr. George Williams, Mrs. Wilda F. Davis, Mrs. Lillie M. Mosley, Miss Minnie Suggs, Mrs. Ethelene Woodard, Miss Cora B. Artist, Miss Luddie B. Swinson, Miss Geraldine Suggs, Miss Lurania McMurren, Mrs. Luberta Baxter, Mrs. Ella Anderson, Mrs. Louise Barnes, Miss Juanita Williams, Mrs. Maud Williams, Mrs. Annie M. Moye, Miss Secher Edwards, Mrs. Inez Chestnut, Miss Martha Parker, Mrs. Vera Brown, Miss Helen M. Speight, Mr. Walter Suggs, Miss Maggie Dixon, Mrs. Nishia E. Wilks, Miss Mary T. Everette, Mrs. Ruth Shaw, Mrs. Mary J. Coleman, Miss Melbia Edwards, Miss J. M. Cobbs, Mr. R. O. Morris, Mrs. Daisy K. Morris, Mrs. Mary W. Foreman.

**GUILFORD COUNTY****Greensboro City Schools (100%)****Dudley High School**

Mr. J. A. Tarpley, Mrs. Hortense J. Collette, Mrs. Nancy D. Arnette, Miss Dellie L. Boger, Mr. Chester L. Bradley, Mr. Franklin J. Brown, Miss J. Wilsonia Butler, Mrs. Nelle A. Coley, Miss Mildred A. Colson, Mrs. Etta H. Ellison, Mr. William J. Furcor, Mrs. Juanita J. Goldsborough, Mr. William A. Goldsborough, Mr. Charles A. Grant, Miss Anna M. Henderson, Miss Delores L. Hines, Mrs. Lillian L. Humphrey, Mrs. Esther H. Jenkins, Mrs. Ferne W. Kenney, Mr. Nelson V. Macomson, Mrs. Hazel T. Nimmo, Miss Louise M. Nixon, Mrs. Eloise L. Penn, Mr. George A. Rivers, Mr. John W. Sapp, Miss Margaret A. Simmons, Miss Dorothy Slade, Mrs. Angeline B. Smith, Mrs. Barbara J. Wells, Miss Alberta P. White.

**Jacksonville School**

Mrs. G. D. Woods, Mrs. H. H. Booker, Mrs. G. L. Bowman, Mrs. M. R. Logwood, Mrs. L. N. Lomax, Mrs. P. W. Tillman, Mrs. E. B. Wise.

**Jonesboro School**

Mr. G. D. Tillman, Mrs. Nannie G. Bynum, Mrs. Pauline A. Donnell, Mrs. Mary C. Douglass, Mrs. Mary H. Jones, Mrs. Lelia S. Taylor.

**Charles H. Moore School**

Miss Flossie Alston, Mrs. S. P. Ruff, Mrs. S. E. Byarm, Miss Ida S. Jones, Miss C. E. Hill.

**J. C. Price School**

Mrs. L. D. Brown, Mrs. F. P. Crawford, Mrs. L. P. Ferguson, Mrs. M. Y. Hairston, Mrs. G. M. Hammonds, Miss C. L. McCollough, Mrs. G. M. McKoy, Mrs. A. A. Melton, Mr. C. C. Miller, Miss C. B. Minor, Mrs. A. B. Moore, Mrs. L. D. Nelson, Mrs. H. P. Oldham, Miss Margaret Smith, Miss C. L. Taylor, Mrs. S. M. Taylor, Mr. A. H. Peeler.

**Terra Cotta School**

Mr. T. W. Cowan, Miss P. B. Scarlette, Mrs. M. F. Mayfield.

**Washington Primary School**

Mr. J. S. Leary, Mrs. Juanita W. Adams, Mrs. Alpha W. Baker, Mrs. Mamie R. Cooper, Mrs. Dorethea S. Enoch, Mrs. Cornelia T. Forney, Mrs. Bessie M. Graham, Mrs. Lucille J. Gregg, Mrs. Ruth G. Hood, Miss Manolia A. Kirkland, Mrs. Dorothy L. McNair, Mrs. Guyrene T. Simkins, Mrs. Olivia P. Womack.

**Washington Grammar School**

Mr. W. L. Jones, Mrs. Catherine W. Hawkins, Mrs. Helen H. Alexander, Mr. E. A. Blair, Mrs. Nan W. Bowling, Mrs. Annabell A. Chavis, Mrs. Willie A. Clapp, Miss Grayce W. DeBerry, Miss Frances Gunn, Mrs. Nannie C. Jones, Miss Sallie I. Jones, Mrs. Fannie S. Leary, Mrs. Dorothy J. Logan, Mr. J. A. McKee, Mrs. Kittie W. Nicholson, Miss Catherine O. Norcott, Mrs. Lucille C. Tarpley, Mrs. Pauline B. Foster.

**A. & T. College**

Dr. F. D. Bluford, Mr. L. A. Alston, Miss Vivian F. Bell, Mrs. Pearl G. Bradley, Mr. C. A. Braithwaite, Mr. Roy H. Brown, Mr. E. R. Garrett, Mr. Howard C. Gentry, Mr. W. T. Gibbs, Miss Carrye V. Hill, Mrs. S. C. Martin, Mrs. Edwina Murphy, Miss Vivian Pickard, Mr. Eugene Stanley, Miss Carrie McLaughlin, Rev. Cleo M. McCoy, Dr. R. K. Williams, Mr. Charles C. Davis, Mr. William H. Dawson, Mrs. Geraldine A. Dawson, Mr. Clyde DeHuguley, Miss Gwendolyn T. Dickson, Mr. Gaston, Mr. Gerard E. Gray, Mr. James Hill, Mr. Major B. Holloway, Mr. Jasper B. Jeffries, Mr. Paul Leacraft, Mr. Hardy Liston, Jr., Mrs. Rosa L. Maybrey, Mr. J. M. Marteen, Mr. George A. Roddy, Mrs. Veda S. Stroud, Mr. H. Clinton Taylor, Mr. Andrew Williams, Mrs. Beryl Williams, Mr. Raymond P. Williams, Mr. L. A. Wise, Mr. Ralph L. Wooden, Mr. S. C. Smith, Dean J. C. McLaughlin, Mr. J. W. Jeffries, Dr. W. L. Kennedy, Mr. A. S. Totten, Mr. W. T. Johnson, Mr. John B. Murphy, Mrs. A. J. Wiggins, Miss Nettie M. Nash, Miss Arvista Wiley, Mr. C. E. Dean, Miss Carolyn E. Crawford, Mr. Richard Thornhill, Mr. William Spigener, Mr. James Pendergrast, Mr. Charles P. George, Mr. John A. Spaulding, Mr. R. E. Jones, Mr. W. C. Cooper, Mr. J. W. R. Grandy, Mr. S. B. Simmons, Mr. B. A. Bianchi.

**Bennett College**

Mrs. Willie M. Grimes, Mr. Albert T. James, Dr. David D. Jones, Mrs. David D. Jones, Mrs. Constance H. Marteen, Mr. James Singletary, Miss Willa B. Player, Miss Bessie R. Jones, Mrs. Minnie Smith, Mr. Chauncey Winston.

**High Point City Schools****Leonard Street School (100%)**

Mr. S. B. Whitted, Mrs. Beulah McC. Boyd, Mrs. Ethel B. Ballenger, Mrs. Ruby Wilkins Dunlap, Miss Elizabeth P. Perry, Miss Mary Hunter Jones, Mrs. Lillian B. S. Merritt, Mrs. Dabla D. Ingram, Mrs. Terah W. Whitten, Miss B. B. Lomax, Mrs. Thenia Y. Brincefield, Mrs. Marie D. Rivers, Mrs. Willie Mae H. Boyd, Mrs. Charlie H. Curry, Mr. Lester L. Boyd, Mrs. Margaret J. Simmons, Mrs. Callie V. Holmes, Mrs. Julia L. Hall, Mrs. Georgianna F. Matthews.

**Fairview Elementary School (100%)**

Miss Mytolene L. Graye, Mrs. Lessie E. Flowe, Mrs. Mary H. Blackburn, Mr. Herman L. Forbes, Mrs. Galatia E. Lynch, Miss Mattie C. Robinson, Mrs. Magolia M. Hart, Miss Nettie C. Moss, Miss Edna V. Perry, Mrs. Edna M. Williams, Mrs. Janie K. Williams.

**Guilford County Unit (100%)**

Mr. T. E. Humphrey, Mrs. Irene Booker, Mrs. E. V. Cotton, Miss Elma T. Graves, Mr. Robert Holt, Mrs. Anna McCall Ingram, Mrs. Velma J. Neal, Miss Lottie Mae Skel-ton, Miss Mamie Taylor, Miss Sarah F. Waddell, Mrs. Mary B. Allen, Mrs. Beatrice Coles, Miss W. A. McIver, Mrs. Mattie Moffitt, Miss Elizabeth A. Smith, Mrs. P. K. Spellman, Mrs. V. W. Webb, Mrs. B. J. Avery, Miss Olive Eobo, Mrs. B. M. Nance, Mrs. Clara Belle Rieves, Mrs. Irene Strick-land, Mr. Victor Blackburn, Mrs. Gwendolyn C. Montgomery, Mrs. Grace F. Bruce, Miss Nancy L. Hairston, Miss Bernice Fuller, Mr. F. B. Morris, Mrs. A. L. Foster, Miss E. M. Garrett, Mrs. C. M. Mebane, Mrs. L. H. Summers, Mrs. A. T. Taylor, Miss M. G. Williams, Mr. J. E. Whitley, Mrs. Katherine G. Brodie, Mrs. Helen G. Cole, Mrs. Lucile H. Smelie, Mrs. L. B. Smith, Mrs. Melba D. Whitley, Mr. George R. Jordan, Mrs. A. L. Bradham, Miss H. C. Chap-man, Mr. H. G. Faucette, Mrs. Duella M. Laughlin, Mrs. Annette M. Long, Miss Annie L. Robinson, Mrs. Annie Elizabeth Jeffries, Mrs. B. O. Turner, Miss A. M. Tonkins, Mrs. B. R. Jones, Miss Anne Allen, Miss Viola Boone, Miss Ruth V. Comer, Miss Lucille Dean, Mrs. A. B. Irvin, Mrs. Mattie Crowe, Mr. D. J. Montague, Mr. Marshall A. Allen.

**At Large**

Mr. K. E. Spencer.

**HALIFAX COUNTY****Roanoke Rapids City Schools****John Armstrong Chaloner High School**

Mr. D. P. Lewis, Mr. Blass W. Gatling, Mrs. Iowa B. Johnston, Miss Annie Bell Crump, Miss Margaret Presson, Mrs. Marie B. Sneed, Miss M. P. Maggette.

**Weldon City Schools****Halifax County Training Schools (100%)**

Mr. W. B. Davis, Miss B. J. Byrd, Miss Cora E. Slade, Mr. G. T. Young, Mrs. Verta M. Pridgen, Miss Mary E. Woods, Mrs. Myrtle Knox, Miss L. H. Moore, Miss Maude E. Freeman, Mrs. Charlotte J. Hubbard, Miss L. V. Dickey, Mrs. Elizabeth S. Wood-ruff, Mrs. Lucile E. Cooke, Mrs. C. T. Black-well, Miss C. E. Tucker, Mrs. Willie E. Cheek, Mrs. Minnie Williams.

**Twilight School (100%)**

Mrs. O. C. Matthews, Miss S. M. Clanton.

**Halifax County Unit (100%)**

Mrs. Aaron F. Wilder, Mrs. Uzela McDaniel, Miss Virginia Haywood, Mrs. Doro-thy H. Willis, Miss Mamie Clark, Miss Katie Bond, Miss Mavis Shaw, Mr. Claude T. Johnson, Miss Claudia Harper, Mrs. Gossie Clark Mills, Miss Lucinda Clarke, Miss Vir-ginia Hawkins, Mr. Danidee Thorne, Mrs. Hattie Richardson, Miss Hazel Daniels, Miss Sallie M. Hardy, Mrs. Ida Brooks, Miss Maudine Hawkins, Mrs. Hilda Cheek Bess, Miss Eva Alston, Mrs. Roxanna A. Williams, Miss Tetuzinnia Nicholson, Miss Elsie Wood-ley, Miss Atlanta Qualls, Miss Annie Mar-row, Miss Matilda Alston, Miss Lucy Throne, Mrs. Alice Williams Powell, Mr. R. L. Brink-ley, Mrs. Frankie Williams, Mr. Edwin Hardy, Mrs. Annie Brinkley, Mrs. Helen Johnson, Mrs. Julia Adams Banks, Mrs. Gladys Clark, Mr. Johnson Harris, Miss Vivian Reed, Miss Virginia Davis, Mrs. M. A. Clarke Hardy, Mrs. B. W. Johnson, Mrs. Alberta Eason, Mr. Alphonso Finch, Mr. W. B. Jamieson, Mr. Wm. I. Gould, Mrs. Isabelle Jamieson, Mrs. Helena Harris, Mrs. Okay Finch, Mrs. Lusynthia Marshall, Miss Doris Whitaker, Miss Carrie Richardson, Miss Archie Bell Fowler, Miss Vera Davis, Miss Thelma Mack, Mrs. Mary Wheeler New-some, Mr. Edward Kayer, Mr. McCarroll Alston, Mr. Oswald Harris, Mr. J. H. Yar-borough, Mrs. Alice N. Williams, Mrs. Curtiss T. Joshua, Mrs. Mattie J. Pressley, Mrs. Sadie F. Rainey, Miss Annie Shearin, Mrs. Gladys S. Bond, Mrs. Martha W. Jackson, Mrs. Annette Coefield Hedgepeth, Mrs. Ruth Fields, Miss Lucinda Jones, Mr. John Welch, Mrs. Pearl Spaulding, Mr. J. C. Bias, Mr. John Bullock, Mr. Alexander Smith, Mrs. Leah E. Shields, Mrs. Lee Etta Spells, Mrs. Hilda Garde Motts, Mrs. Irene B. Moseley, Mrs. Anne J. Cooper, Mrs. Ruth Ward Jones, Mrs. Carolyn S. Bias, Mrs. Annie L. Connor, Mrs. Ernestine E. Felton, Mr. C. H. Cooper, Miss Loretha Quarterman, Miss Gwendolyn Gill, Miss Annie L. Savage, Miss Lucille B. Townsend, Miss Idonia Dixon, Miss Carrie Randolph, Mrs. Mary E. Pitt-man, Mrs. Dora B. Shearin, Mr. E. A. Mc-Geachy, Mrs. Alice Greene Lamb, Mrs. Annie

Barnes Jerome, Mrs. Edith M. Shields, Mrs. Geraldine Wade Mitchell, Mrs. Annie M. DeBrew, Mrs. Irene S. Jones, Mrs. Virgil Meekins, Mrs. Lossie Lee Schultze, Mrs. Nellie A. Applewhite, Miss Cora E. Jones, Mrs. Carrie Anthony, Mrs. Estelle Pendergraft, Miss Annie L. Hawkins, Mr. Clarence Branch, Miss Pearl Smith, Miss Geneva DeBrew, Miss Hattie Lucas, Mrs. Rolelia Heritage, Mrs. Ava J. Wilson, Mr. Leroy Wilson, Mrs. Ruth B. Jones, Mrs. Jessie Wms. Johnson, Mrs. Louiaune Alderman, Mrs. Lillie B. Hill, Mr. George Felton, Miss Willie Mae Smith, Miss Mattie Wiggins, Mr. James P. Hannon, Mrs. Blanche Smith, Mrs. Dorothy R. Staton, Mr. Julian Lyons, Mrs. Cleo Turner, Mrs. Fannie Hawkins, Miss Doreva Koger, Mrs. Dorothy J. Huggins, Mrs. Westie Wills, Mrs. Lela Stanley Vaughan, Mr. W. A. Holmes, Mr. H. P. Richardson, Mr. Edward Holley, Mr. Joseph Battle, Miss Myrla Jordan, Miss Jessie Stewart, Miss Hannah S. Eogle, Mrs. Lila T. Manning, Mrs. Willie A. Marable, Mr. Jesse Francis, Miss Va. McAden, Miss Madge Watson, Mrs. Mary Bailey Wilkins, Mrs. Almira Pittman, Miss Mabel Arrington, Miss Emily Earl, Mrs. Venelia Anchrum, Mrs. Ruby T. Stewart, Mr. Cornelius Jones, Mrs. Bertha Bullock, Mrs. Margaret Scott, Miss Edna Banett, Miss Ruby Rowland, Miss Ruby Mangrum, Mrs. Vernon Thornton, Mrs. Christine Whitaker, Mrs. Mabel Johnson, Mrs. Elvira Ashley, Mrs. Anna Rogers, Mr. Clarence Bailey, Mrs. Nannie T. Francis, Mrs. Wilma Arrington Jones, Mrs. Martha Holmes, Mrs. Florida Bell Bevy, Mrs. Minnie Collins Cotten, Miss Elvenie Whitaker, Mrs. Dora Bryant Hoskins, Miss Irene Smith, Miss Ethel B. Smith, Mr. James Johnson, Miss Lusia Ford, Miss Frankie Myrick, Miss Viola Hoffer, Mrs. Mary S. Wilkins, Miss Manie Jones, Mrs. Maxine Adams, Miss Marian E. Wilkins, Mr. Jasper Pridgen, Miss Beatrice Long, Mrs. Frankie Young, Mrs. Olivia Austin, Mrs. Florence Jones, Mrs. Sadie Pettiford, Mr. Peter C. Williams, Mrs. Mary B. Pittman, Miss Xizemennia Moore, Miss Grace Smith, Mr. C. C. Clark, Mrs. L. M. Clark, Mrs. Ethel M. Hardy, Mrs. Corinne Lassiter, Mrs. Mattie G. Davis, Miss Gladys O. Howard.

## HARNETT COUNTY

### Harnett County Unit (100%)

#### Shawtown High School

Mr. J. S. Spivey, Miss Minnie L. Cameron, Mrs. Mary C. Capeland, Mrs. Vera Ryals, Mr. J. M. Murfree, Miss E. McNeill, Mrs. D. L. Carter, Mrs. R. E. McKoy, Mr. E. J. Rhue, Mrs. L. D. Perkins, Mrs. N. M. Boston, Mr. Ernest O. Bovian, Miss L. C. Faulkner, Mrs. I. F. Hawkins, Miss V. I. Bizzell, Mr. P. G. Walser, Mr. Wilford W. Ashe, Miss A. Hairston, Miss M. I. Nimmo, Mrs. C. H. Rowland, Mrs. B. A. Sanders, Miss M. F. Sasser, Mrs. I. B. Spruell.

### Harnett County Training School

Mr. A. R. Dees, Mrs. C. S. McLean, Mrs. L. H. Dees, Miss L. Louise Culbreth, Miss Thelma W. Tuck, Mr. T. F. Caldwell, Mr. Wm. R. Hooper, Miss Annie Belle Rankin, Mr. Robert Kelly Corbett, Mrs. C. Dublin Avery, Miss Amelia L. Smith, Miss Pearl LaJune Moore, Mrs. E. McLeane Ferguson, Mrs. Iva M. Smith, Miss E. Grace Williams, Mrs. Eva M. Minter, Miss Mable G. Smith, Mrs. Thelma O. Satterwhite, Miss Emma L. Elliott, Mrs. Carol F. Moore, Miss Hattie Lee Dixon, Miss Vernetta M. Swan, Mr. L. C. Setzer.

### County Unit

Mrs. B. G. Rhue, Miss Mattie McLean, Mrs. Nina Baldwin, Miss Gladys M. Washington, Mr. F. H. Ledbetter, Mrs. C. E. Cameron, Miss L. J. Covington, Miss M. L. Harrington, Miss C. W. Nelson, Mrs. Lacola Taylor, Mr. John Humphrey, Mrs. Katie Poushee, Mrs. Ida Matthews, Mrs. Rosa McDowell, Mrs. Mary R. Cronartie, Mrs. Nellie D. Byrdso, Mrs. Georgia McKoy, Miss Mary M. Beatty, Mrs. Naomi Brown, Mrs. Wilma S. Prince, Mrs. Lula W. Swann, Miss Mary J. Chalmers, Miss Frances Satterwhite, Rev. John E. Marks, Mrs. Annie S. Wright, Miss Roberta Baxter, Miss Reatha Tucker, Miss Katie H. Campbell, Miss Irene Black, Miss Ethel Gilmore, Mrs. Flora Rhodes, Miss W. O. Allen, Mrs. Carrie Atkins, Mrs. Althea Mooney, Mrs. E. S. Clark, Mrs. A. F. Bass, Miss Mildred Dunham, Mrs. Callie Tuck, Miss Elsie Allen, Mrs. Jessie Smith, Mrs. Addie Warfield, Mrs. Annie Drane, Mrs. Mary Crowe, Mr. H. W. Ferguson, Miss Ethel Totten, Miss Mary Williams, Mrs. Pettie Massey, Mr. C. E. Forte, Mr. Charlie Walker, Mrs. Hattie B. Payton.

## HENDERSON COUNTY

### Hendersonville City Schools (100%)

Mr. John R. Marable, Mrs. M. Joyce Mills, Miss Laura B. Cook, Miss Bennie M. Young, Mrs. Eula B. Owens, Mrs. Addie M. Miller, Mrs. Eva R. Pilgrim, Mrs. Lois Brown Hauser, Mrs. Odell M. Rouse, Mrs. M. Wadell Edwards.

## HERTFORD COUNTY

### Ahoskie District Schools (100%)

#### Robert L. Vann School

Mr. H. D. Cooper, Mr. J. L. Faulcon, Miss G. E. Hall, Mrs. A. L. Lawrence, Miss L. B. Williams, Mrs. S. N. Cooper, Mr. J. W. Futrell, Miss Evangeline Moore, Mr. G. T. Bazemore, Mrs. C. A. Gatling, Miss E. K. Pierce, Mrs. M. H. Futrell, Mr. C. S. Yeater, Miss R. M. Jones, Mrs. M. S. Colson, Mrs. E. J. Harrell, Mrs. L. B. Patterson, Mrs. I. N. Yeates, Mrs. E. N. Faulcon, Mrs. C. C. Holloman, Mrs. India White, Mrs. D. C. Weaver, Mrs. D. A. Newsome, Mrs. M. N. Bond, Mrs. Maria Newsome, Mrs. V. M. Hart.

#### St. John's School

Mr. T. R. Hall, Miss M. O. Watson, Mrs. Agnes Weaver, Mrs. I. J. Collins.

#### Union School

Mrs. Irabel Riddick, Mrs. Dice H. Reid.

#### Menola School

Mrs. D. H. Taylor, Miss Arthalia Porter, Miss E. R. White.

#### Signboard School

Mr. Erskine Morgan, Miss Sylvania Dukes.

### Winton Township Schools (100%)

Mr. H. C. Freeland, Miss Melba C. Ashe, Miss Sallie Y. Bizzelle, Mrs. Louise S. Brown, Mrs. Viola H. Chavis, Mrs. Bernice B. Colson, Miss Annie O. Cowper, Mrs. Emily D. DeVane, Mrs. Lillian N. Everett, Miss Minnie L. Flood, Mrs. Emma C. Freeland, Mrs. Effie Gadsden, Miss Ardelle Garrett, Mrs. Albina B. Hall, Mrs. Julia H. Hunter, Mr. M. D. Jarmond, Mrs. Pecolia H. Jarmond, Mrs. Undean W. Jones, Mr. S. F. Lewis, Mr. D. M. McCaskill, Mrs. Jennie E. McDougale, Mrs. Dora J. Porter, Mrs. Luvania B. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mr. C. B. Varner, Mrs. Queen P. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver, Mrs. Myrtle H. Smith, Rev. James W. Johnson, Mrs. Eunice S. Banks, Mrs. Vivian W. Childs, Miss Virginia D. Jones.

### Harrelsville Schools

Mr. Chester A. Hart, Miss Erma Lee Everett, Mrs. Fannie V. Holloman.

## HOKE COUNTY

### Upchurch High School (100%)

Mr. A. S. Gaston, Mrs. C. M. Caldwell, Mrs. A. W. Pridgen, Mrs. S. L. Barber, Mrs. M. H. Pierce, Mrs. M. J. Smith, Mrs. T. J. Ware, Mrs. H. B. Williams, Mrs. G. M. Avery, Miss R. B. Hopkins, Miss L. M. Boykins, Miss S. M. Truizerls, Miss T. V. Parker, Miss R. C. Flemister, Miss A. G. Smith, Mr. J. E. Kearney, Mr. C. D. Keck, Mr. S. I. Williams, Mr. C. H. Thigpen, Miss Clara Wadell.

### Hoke County Unit (100%)

Mrs. Daisy C. Robinson, Mrs. Georgia McDowell, Miss Theresa Byrd, Miss Macie Johnson, Mrs. Viola D. Monroe, Miss Lillian McRae, Mrs. Annie Gordon, Miss Nellie Frierison, Miss Dora Gilchrist, Mr. C. W. Campbell, Mrs. Rosa C. McNeill, Mrs. Ola Spaulding Moore, Miss Bonzie Dobbins, Mrs. Mary McLaughlin, Miss Sarah Malette, Mr. James Chalmers, Mrs. Daisy Quevedo, Mrs. Ida Mae McCormick, Miss Marie Barr, Miss Ida Bell Cole, Miss Louvenia McGregor, Miss Verona Byrd, Mrs. Mary McMillan McGeachy, Miss Ethel J. Rodgers, Mrs. Hanna A. Springs, Mr. Joseph F. Drake, Mrs. Fannie Graham, Mrs. Flora Hankins, Mrs. Alberta Morgan, Mrs. Lillian Glaves, Mrs. Maggie Bryant, Mr. John Mumford, Mrs. Lucille Mumford, Mrs. Annie L. Gaston, Mrs. Rosa Andrews, Miss Selina S. Pierce, Miss J. Williams, Mr. T. V. Williams, Mr. Garfield Coleman, Mrs. Leona Coleman, Mrs. Mary Duke, Mrs. A. W. Pridgen.

## HYDE COUNTY

### Hyde County Unit

Miss R. J. Credle, Mrs. L. N. Gibbs, Mrs. O. B. Blount, Miss M. T. Selby, Mrs. R. L.

Oden, Miss B. Kelsey, Miss L. Hargraves, Mr. J. H. Handy, Mrs. R. Bryant, Mr. A. U. Slade, Mrs. L. K. Garrett, Mrs. C. Whitaker, Mr. Wm. Jordan, Mrs. S. Shephard, Mrs. W. Greene, Miss E. Wilson, Mrs. L. Whitaker, Miss L. Patterson, Mrs. Gaskin, Mr. J. Spruiell, Mrs. J. Spruiell, Mrs. O. A. Peay, Mr. O. A. Peay, Miss R. E. Mackey.

## IREDELL COUNTY

### Mooresville City Schools (100%)

#### Dunbar High School

Mr. N. F. Woods, Miss Myrtle F. Foust, Miss Kathryn D. Mitchell, Miss Margaret L. Carr, Miss Althea A. Dumas, Miss Clara H. Neely, Miss Margaret Caldwell, Miss Marjorie L. Adams, Mr. Wilmer A. Pennix.

### Statesville City Schools (100%)

#### Morningside High School

Mr. A. D. Rutherford, Mrs. C. M. Abernathy, Mrs. M. V. Alexander, Mrs. M. B. Chambers, Mrs. L. M. Hamilton, Miss L. C. Croon, Mr. G. F. Dalton, Miss M. W. Denton, Mrs. M. G. Dalton, Miss F. L. Evans, Miss W. E. Hanes, Mrs. A. M. Hodge, Mrs. M. H. Hollowell, Mr. H. L. Horne, Mrs. M. B. Jones, Mr. W. Q. Jones, Mrs. M. M. Littlejohn, Mr. L. C. Meacham, Mrs. C. W. Nesby, Miss B. C. Sherrill, Mrs. Foushee Smoot, Mrs. A. L. Stevens, Miss M. A. Williams, Miss E. Whitted.

### Iredell County Unit (100%)

Mrs. M. C. Holliday, Mr. Otto M. Pharr, Mr. John L. Powell, Miss Edna Mae Pitts, Mrs. William Littlejohn, Miss Connie K. Spicer, Mr. D. O. Ivey, Miss Grace H. McMullen, Miss Rosena S. Haygood, Miss Clara S. Hayes, Miss Gladys P. King, Miss Ethel D. Walker, Miss Jean S. Page, Mr. Willie G. Deal, Miss Johnnie Allison, Mrs. D. O. Ivey, Mrs. O. Morgan, Mr. Charles W. Rankin, Miss Beulah S. Cannon, Mrs. Mildred R. Rankin, Mrs. Euva Lee Mangum, Miss Frances Ovella Derr, Miss Clara Wilkins, Miss Eva Estella Young, Miss Celeste C. Blackburn, Miss Dorena Stevenson, Mr. H. H. Blackburn, Miss Mae Bethel Davidson, Miss Annie K. Myrick, Miss Lumicia Sherrill, Mrs. Mason C. Miller, Miss Readie J. Stinson, Mrs. Mary N. Morrison, Mrs. Sadie P. Murdock, Miss Geneva B. Miller, Mr. Harry T. Henry, Miss Arrie N. Wright, Miss Jettie M. D. Morrison, Miss Madge E. Simril, Miss Jessie J. Dalton, Miss Willie M. Holley, Mrs. Mazie G. Holt, Miss Allie S. Bryce, Miss Matilda Louise Reid, Miss Ivey E. Williams, Miss M. H. Harrington, Miss Allie C. Coble, Mrs. Miriam S. Davidson, Miss Mildred Feinster, Miss Sadie H. Morrison, Miss Fleecy M. Griffin.

## JOHNSTON COUNTY (100%)

### Johnston County Training School

Mr. W. R. Collins, Miss Evelyn B. McNeill, Miss Frances K. McNeill, Miss Blon-dell B. Jones, Miss Eunice Neal, Miss Edna E. Moore, Miss Lillian A. Bailey, Miss Bennie E. Grice, Miss Bessie L. Wilson, Miss Naomi L. Smith, Miss Winnie E. Joyner, Miss Elsie M. Watson, Miss Rubie L. Saun-ders, Miss Ada O. Smith, Miss Daisy M. Lea, Mrs. Alma A. Brown, Mrs. Amelia Parks Felder, Mrs. Edna B. Cannady, Mrs. Wynndell G. Harris, Mrs. Lucile Heartley, Mrs. Elizabeth Penman, Mrs. Selina M. Smith, Mrs. Lessie D. Jernigan, Mrs. Beatrice H. Brame, Mrs. Genia L. Raiford Williams, Mr. Reginald Ennis.

### Richard B. Harrison School

Mr. M. L. Wilson, Mrs. Frances W. Alston, Mrs. Bettie J. Arrington, Miss Eliza Clark, Mrs. Ernestine A. Coley, Mrs. Rachel H. Dean, Mr. Carl L. Easterling, Miss Dorothy Elliott, Mrs. Beatrice C. Freeman, Mrs. Edvly G. Gadsden, Mrs. Elizabeth H. Hawkins, Miss Geneva Hill, Mrs. Flora B. Holt, Mrs. Claudia H. Johnson, Miss Eugenia L. Johnson, Mrs. Winnie M. Lacewell, Miss Helen A. Morrison, Miss Ruby E. Peacock, Mrs. Maude B. Reid, Mrs. Sallie A. Richardson, Mrs. Callie C. Siler, Miss Hopie N. Tomlinson, Miss Daisy R. Walker, Miss Naomi D. Watson, Mrs. Mildred W. Wilson.

### William M. Cooper High School

Mr. Nixon L. Cannady, Mrs. Pauline W. Young, Miss Matilda A. Ormond, Miss Liller R. Chalmers, Miss Susie A. McIntosh, Mrs. Irene D. Spaulding, Miss Thelma M. Penn, Mrs. Pathenia R. Morgan, Mrs. Surluta B. Nivens, Miss Ethel D. Jones, Mrs. Flossie L. Holden, Mrs. Mabel M. Turner, Mrs. Flossie D. Cannady, Mrs. Cora A. Boyd, Mr. J. Anderson Holden, Jr., Mrs. Josephine E. Saunders, Miss Almira J. Kennedy.

**Four Oaks School**

Mr. Robert L. Holt, Miss Elma Barnes, Mrs. Ollie Wilson Beckwith, Miss Charlie M. Cannady, Mrs. Hertisine C. Griffin, Mrs. Lillian N. Futrell, Mrs. Helen R. Holt, Mrs. Frances C. Jones, Miss Eva Martin, Mrs. Eunice P. Richardson, Miss Mary E. Venable, Mrs. Bettina S. Wilson.

**Short Journey School**

Mrs. Eva J. Cooper, Miss E. Jane Burns, Mrs. Bertha B. Gillis, Miss Dorothy L. McAllister, Mrs. Rosa B. Murph, Miss Carol E. Reaves, Mrs. Dollie E. Sanders, Mrs. Hellen B. Simmons, Mrs. Cora D. Tolar, Miss Ione B. Vinson Miss Vandaylia Wood.

**Princeton Graded School**

Mr. G. W. Bryant, Mrs. Maggie J. Bryant, Mrs. Lottie M. Holt, Mrs. Lillie J. Douglas, Miss Mary E. Vinson, Mrs. Edna R. Davis, Miss Julia C. Gallmon, Mrs. Florence B. Whitley.

**Kenly Graded School**

Mr. Paul E. Watson, Miss Thelma C. Heartley, Mrs. Lugenia M. Sanders.

**At Large**

Mr. L. R. Johnson.

**JONES COUNTY****Trenton High School (100%)**

Mr. C. C. Franks, Mr. C. W. Franks, Mr. A. S. Bryant, Miss A. L. Greene, Rev. J. A. Everette, Mrs. A. R. Dove, Mrs. L. R. McQueary, Mrs. I. S. Franks, Mrs. W. N. Payton, Jr., Mrs. M. W. Isler, Mrs. M. W. Dockery, Miss H. L. Mallette, Mrs. L. M. Franks, Mrs. G. B. Brown, Miss A. Howard Jerald, Miss O. V. Kornegay, Mrs. D. D. Johnson, Mrs. N. M. Jarmon, Mrs. M. W. Davis, Mrs. A. B. Williamson, Mrs. A. B. Jarmon, Mrs. G. D. Burney, Mrs. Louise Willie, Miss M. B. Simmons, Miss Helen Meadows, Miss C. L. Fisher.

**Jones County Training School (100%)**

Mr. J. W. Willie, Miss C. M. Smith, Miss M. M. Mills, Miss M. V. Pladger, Mrs. M. M. Brown, Mrs. N. M. Thurston, Miss N. L. Saunders, Mr. D. W. Murrell, Jr., Mrs. A. W. Willie, Miss A. B. Willie, Mrs. A. G. Dixon, Miss E. S. Smallwood, Mrs. E. E. Wilder, Mrs. L. F. McDaniell, Miss O. L. Jones.

**Maysville Elementary School**

Mr. W. C. Ellerbe, Mrs. A. B. Ward, Mrs. A. H. Franks, Mrs. H. A. Montford.

**LEE COUNTY (100%)****Lee County Unit**

Mr. W. B. Wicker, Mrs. L. C. Wilson, Mrs. S. L. Stubbs, Mrs. M. A. McLean, Mrs. E. M. Hannon, Mrs. I. R. Fox, Mrs. C. W. Moore, Mrs. Celia A. Taylor, Miss Georgia L. Turner, Mrs. Hattie H. Harbor, Mrs. S. J. McMillian, Mrs. Estelle Snipes, Mrs. M. V. Wicker, Mrs. E. P. Donaghue, Mrs. L. C. Fisher, Mrs. R. C. Perry, Mrs. M. E. Bates, Mrs. M. G. Thompson, Mrs. E. M. Bland, Mrs. Charlotte D. Mitchell, Miss M. C. Vinson, Miss F. M. Lindsay, Miss F. E. Golden, Miss M. D. Williams, Mrs. Sarah W. Walker, Mrs. L. G. Holland, Mrs. P. R. Alston, Mrs. Christine C. Davis, Mr. V. J. Caveness, Miss M. E. McKoy, Miss P. P. Jordan, Mrs. C. S. Jamerson, Miss E. L. Gregg, Mr. J. B. Brown, Mr. J. D. Fisher, Miss M. Louise Smith, Mrs. Helen W. Brown, Mr. D. E. Wilson, Mrs. Alma H. McNair, Mrs. Martha G. Foushee, Mr. O. C. Smith, Miss Louise Fulton, Mrs. F. Richardson Wolfe, Mrs. N. B. Jackson.

**LENOIR COUNTY****Kinston Graded Schools (100%)****Adkin High School**

Mr. C. B. Stewart, Mr. C. J. Barfield, Mr. Stephen Carraway, Jr., Miss Mabel V. Clarke, Miss Beulah C. Davis, Mr. Frank Oliver Hanes, Jr., Miss Esther E. Hodges, Mr. E. S. Houston, Mr. Thomas E. Hornburger, Mrs. Blondola Powell Lucas, Miss Mima Jane Melvin, Mr. Willie R. Moore, Miss Grace L. Payne, Miss Vergil Lee Smith, Mrs. Ruth Graham Tillery, Miss Beatrice J. Tyler, Mrs. Hortence Chapman White, Mrs. Nancy C. Williams, Mrs. Virginia Saxon Willis, Mrs. Jessica H. Winslow, Miss Sarah E. Wooten.

**Tower Hill and Lincoln City Schools**

Mr. James A. Harper, Miss Kathryn L. Allen, Mrs. Vina D. Battle, Miss Peggy Elizabeth

Cogdell, Miss Margaret Curry, Mrs. Margaret G. Fisher, Mrs. Elaine B. Fletcher, Miss Elaine R. Gardner, Mrs. Alberta R. Gibson, Mrs. Etta B. Lane, Miss Rosa B. Lassiter, Mrs. M. N. Leitao, Mrs. Lelia P. Mitchell, Miss Lillie M. Newkirk, Miss Carol G. Newsome, Miss Ella Jean Page, Miss Anna Mae Raye, Miss Miriam A. Ross, Mrs. Dora Greene Sampson, Mrs. M. W. Smith, Mrs. Ernestine J. Stewart, Mrs. Beatrice E. Strong, Miss Sara Louise Thomas, Mrs. Esther W. Tyson, Mrs. Mary G. Williams, Mrs. Marion M. Womack.

**Lenoir County Unit****LaGrange High School**

Mr. E. B. Frink, Miss L. A. Steele, Mrs. S. L. Flanagan, Mrs. R. B. Bryant, Mrs. A. D. Pridgen, Mrs. M. G. Thompson, Mrs. P. L. Henry, Mrs. O. W. Frink, Miss M. C. Foushee, Mrs. C. R. B. Kornegay, Miss L. Hill, Miss M. M. Wayne, Miss P. B. Smith.

**LINCOLN COUNTY (100%)****Lincolnton City Schools****Oaklawn High School**

Mr. G. E. Massey, Mr. John C. James, Jr., Miss Orneta Biggers, Mrs. Juanita Massey, Mr. Charles M. Steele, Mrs. T. Morant Brooks, Miss Willia M. Massey, Miss Jacqueline Fitch.

**Lincoln County Unit (100%)**

Mrs. Annie Wade Biggers, Rev. A. P. Corley, Miss Ruby Alexander, Mrs. Lillie M. Watkins, Mrs. Rosebud Rendleman, Mrs. Melvodore James, Miss Eddie J. Vaughn, Mrs. W. T. Wallace, Mrs. Creola Wade, Mrs. Pattie Hill, Miss Edith M. Ramseur, Miss Estelle Taylor, Miss Sallie Dale, Miss Elsie Grier, Mr. J. K. Diamond, Mrs. Glenn Spencer, Miss Carrie Carson, Mrs. Emma Wade, Miss Anna Belle Hart, Mr. A. G. Holland.

**MARTIN COUNTY****Williamston High School Unit (100%)**

Mr. E. J. Hayes, Miss C. B. Clark, Miss C. B. Joyner, Miss Bonnie Ellison, Miss L. S. Chambers, Miss E. V. McCloud, Mrs. E. A. Simmons, Mrs. M. S. Gray, Mrs. R. N. Jackson, Miss Elizabeth Hargett, Mrs. Lillian S. Jones, Miss Essie L. Mozelle, Mr. John M. Slade, Mr. Foster L. Blount, Miss F. N. Miller, Mr. James O. Buffalo, Mr. R. A. Croadnax, Mrs. Marcellette Riley, Mrs. Alma D. Gaither, Mr. D. E. Chance, Mr. N. C. Slade.

**W. C. Chance School (100%)**

Mr. W. C. Chance, Miss Juanita Wharton, Miss Mary Caldwell, Miss Eleanor Birdsall, Miss Pearl Modlyn, Mrs. Marvis Lloyd, Mrs. Julia J. Chance, Mr. M. Clotel Taylor, Mr. M. A. Armstead, Mr. A. B. Wynn.

**Martin County Unit (100%)**

Mr. John S. James, Miss Lossie McNair, Miss Marine J. Harris, Mrs. Ella Perry Bryant, Mr. Milton L. Armstead, Mr. James H. Faulk, Mrs. Mary G. Horton, Mrs. Doris Edwards, Miss Nancy Bess, Mrs. Amazor Robeson, Miss O. E. McPadden, Mrs. Essie Hoggard, Mrs. Clara R. Owens, Rev. W. V. Ormand, Mrs. Annie S. Modica, Mr. A. R. Jones, Miss Harding Bates, Miss Avanta Wells, Mrs. Almita P. Ewing, Miss Annie M. Hassell, Miss Augusta Cooper, Mrs. Mary K. White, Mr. W. Vance Ormond, Jr., Mrs. Alma P. Taylor, Mrs. Beatrice Evans, Mrs. Annie Cabarrus, Mrs. Maggie Ireland, Mr. E. L. Owens, Miss Thelma Sapp, Miss Indiana Taper, Miss Marjorie Brown, Mrs. Ellen M. Lester, Miss Mary E. Andrews, Mr. Noah W. Slade, Mrs. Eunie A. Wooten, Miss Vera G. Rodgers, Mrs. J. E. McE. Randolph, Mrs. Fannie L. Slade, Miss Daisy E. Chance, Mrs. Cyniera Fagans, Mr. Don G. Chance, Mr. George T. Hyman, Mrs. Basher Andrews, Mrs. Nancy A. Highsmith, Miss Florence M. Bunch, Miss Joanna Dowdy, Mrs. Cory G. Jones, Mrs. Ruth A. Downing, Mr. R. S. Gaither, Miss Rebecca Everett, Miss Nellie Smith, Mr. W. T. Alexander, Mr. T. K. Slade, Mrs. Carolyn C. Slade, Mrs. Arnella Armstead, Miss Ethel Walker, Miss Katherine Manning, Miss Richella Tillery, Mr. R. A. Keys, Mrs. Eleanor C. Hyman, Miss W. O. Pearce, Mr. David Robbins, Miss Earnestine Pearce, Mrs. Esther C. Council.

**MCDOWELL COUNTY****Marion City Schools (100%)****Hudgins High School**

Mr. F. M. Beaver, Miss Ethel Goodman, Miss Eddicola Alexander, Mrs. B. H. Crisp,

Mrs. Margie Carson, Mr. C. V. Blanton, Mr. B. G. Corpening, Miss Margaret Greenlee, Mr. L. M. Maddox.

**McDowell County Unit****Old Fort Elementary School (100%)**

Mrs. L. C. Twitty, Mrs. M. H. Brittan, Mrs. F. M. Rhuff.

**MECKLENBURG COUNTY****Charlotte City Schools (100%)****Alexander Street School**

Mrs. J. W. Hemphill, Mrs. H. W. Givens, Miss B. W. Tyson, Mrs. N. L. Syphax, Mrs. M. T. Brewington, Mrs. L. Y. Harris, Mrs. M. A. Smith, Mrs. L. G. Harris, Mrs. B. W. Mulliens, Mrs. H. C. Alexander, Mrs. D. P. Stinson, Miss V. M. Gullick, Mrs. W. P. Hoffman, Mrs. S. L. Wyche, Mrs. S. S. Kelly, Miss A. E. Stevenson, Mrs. L. H. Mackay.

**Biddleville School**

Mrs. Sterleta P. Sasso, Miss Ernestine Anderson, Miss Lenora E. Byers, Miss Ruth Caudle, Mrs. Doretta Dusenbury, Mrs. Doretta Cornelius, Mrs. Purry L. Grigsby, Mrs. Carrie H. Hamer, Miss Evelynne D. Hill, Mrs. Rose Leary Love, Miss Sovella McCombs, Miss Vinie O. Murray, Miss Mildred A. Nelson, Mrs. Edna S. Robinson, Miss Ionia L. Shute, Mrs. Ruth A. Southerland, Mrs. Frances H. Wheeler.

**Fairview School**

Mr. W. G. Byers, Miss Hattie Anderson, Mrs. Mary M. Conner, Miss Deborah Craig, Miss Gwendolyn Davidson, Mrs. Ophelia Gray, Miss Marizetta Hardy, Mrs. Alberta Herriage, Miss Frankie Jackson, Mrs. Queen James, Mrs. Lona Jenkins, Mrs. Louise McDowell, Mrs. Claudia McFadden, Mrs. Minnie McKee, Mrs. Janie McKenzie, Mrs. Helen Moreland, Miss Edna Morris, Miss Fannie Partee, Miss Alethia Ransom, Mrs. Dorothy Steele, Mrs. Theresa Stewart, Mrs. Olive Tate, Mrs. Julia Teamer, Mr. James Williams.

**Morgan School**

Mrs. E. R. Anderson, Mrs. Mildred J. Alexander, Mrs. Ethel J. Butler, Miss Grace J. Crawford, Miss Florenia E. Frazier, Mrs. Minnie J. George, Miss Willard C. Gullick, Mrs. Floretta D. Gunn, Mrs. Beulah W. Hill, Miss Grace E. Lorritys, Mrs. Vivian S. Washington.

**Isabella Wyche School**

Miss B. D. Moore, Mrs. G. E. McKeithen, Mrs. I. N. Newkirk, Mrs. G. E. Wylie, Mrs. G. C. Daniels, Mrs. V. G. Hart, Mrs. G. F. Moreland, Mrs. M. G. Patterson, Miss L. M. Perry, Miss B. L. Brown, Mrs. G. L. Greene, Mrs. C. T. Boaton, Mrs. M. G. Campbell, Mrs. F. M. Nash, Mrs. L. M. Hamilton, Mrs. L. K. Halloman, Mrs. R. S. Pitts, Mrs. M. L. Henderson.

**Myers Street School**

Mr. B. D. Roberts, Miss Estelle Arthur, Mrs. Mildred Burwick, Mrs. Inez Byers, Miss Lenora Grier, Mrs. Frances S. Miller, Mrs. Leila Davis, Miss Willie Gabriel, Miss Lula Gaskins, Miss Rachel Duren, Mrs. Annie Warren, Mrs. Geneva Alston, Mrs. Ella J. Vorice, Mrs. Ruth Mayfield Williams, Miss Dollie Young, Mrs. Marie Flowe, Mrs. Matilda Hairston, Mrs. Fannie M. Miller, Mrs. Bessie C. Patterson, Miss Lucille Ray, Miss Hattie T. Russell, Mrs. Mable W. Russell, Mrs. Matthews, Mrs. Julia Boulding, Mrs. P. B. Graham, Mrs. Elizabeth Murphy, Mrs. Octavia Tucker, Mr. J. C. Galbreath.

**Second Ward High School**

Mr. J. E. Grigsby, Mrs. M. M. Adams, Miss Minnie Banner, Mr. Edward H. Brown, Miss Athalia Byers, Miss Zelma Caldwell, Miss Francennia Carr, Miss Willia Carson, Mr. Ernest H. Cohen, Mr. Kenneth Diamond, Mrs. Dorothy Flagg, Mr. Donald Garner, Miss Mattie Hall, Mrs. Virginia Hall, Mrs. Estelle Hart, Mrs. Geneva Henry, Mr. Louis Levi, Miss Edith Malone, Mrs. Alene McCorkle, Mrs. Howard Moreland, Miss Pennie Perry, Mrs. Bernidine Pinkney, Mrs. Pearl Phillips, Mrs. Katherine Smith, Mr. Edgar Tarpley, Mrs. Josie Thompson, Miss Barbara Watson, Mrs. Frederick Wiley.

**West Charlotte High School**

Mr. C. L. Blake, Miss M. A. Blake, Mr. V. A. Buck, Mr. J. E. Colston, Mrs. T. L. Glass, Mr. J. C. Hasty, Miss M. L. Hearn, Miss J. C. Jackson, Miss S. L. Lane, Mrs. M. L. McKinney, Mrs. W. M. McKissick, Mr. T. M. Martin, Miss L. N. Mayweather, Mr. L. M. Miller, Mr. S. A. Moore, Mr. C. E. Moreland, Miss M. M. Reid, Miss M. E.

Riddick, Miss E. G. Schmoke, Miss K. L. Stuart, Mr. J. F. Towns, Miss B. B. Welborne.

### Johnson C. Smith University

Dr. H. L. McCrorey, Dr. C. F. Atkins, Dr. Hardy Linton, Dr. A. O. Steele, Rev. Moses S. Belton, Mr. W. C. Donnell, Dr. T. A. Long, Dr. A. H. George.

### Mecklenburg County Unit (100%)

Mrs. Corrie P. Chisolm, Mrs. Laura Phelps, Mrs. Nannie Leary Syphax, Mr. Paris P. McCorkle, Mrs. Girever H. Ginyard, Mr. James H. Gunn, Mr. Howard W. Hill, Mrs. Ethel W. Martin, Mrs. Bessie L. Bowser, Miss Mattie L. Whitener, Miss Mamie A. Williams, Miss Mamie Wallace, Mrs. Carrie P. Alexander, Mrs. Mary J. Smith, Mrs. Carrie G. Burton, Mrs. Esther Y. Perkins, Mrs. C. B. Hicks, Mr. G. E. McKeithan, Miss Louise Hare, Mr. A. H. Hethington, Mrs. L. C. Anderson, Miss W. E. Powell, Mr. P. L. Reid, Mr. Jerry C. Johnson, Mrs. J. R. Isler, Mrs. A. Maxwell Payne, Mrs. W. P. Owens, Mrs. Estelle Brown, Mrs. E. C. Mitchell, Mrs. E. C. Smith, Mrs. V. F. Rann, Mrs. L. O. Grier, Miss Lillie Ferguson, Miss Ruth Morris, Mrs. Nannie Corley, Mrs. Sallie Ledbetter, Miss Laura Price, Mrs. Jerlean Shuler, Mr. Joseph Belton, Mr. T. J. Anderson, Miss Mattie Foster, Miss Johnetta M. Toatley, Miss Wilma Long, Miss Kathleen Ross, Miss Isetta Elder, Miss Marjorie Caldwell, Mrs. Rosa Faust, Miss Dovie Lowe, Mrs. Aldrich Ross, Mrs. M. G. Davis, Mr. O. B. Pratt, Mrs. Marie Miller, Mrs. E. D. McCollogh, Mrs. Lillian Russell, Mrs. Ruth O. Gonaway, Mr. I. T. Graham, Mrs. E. S. Johnson, Mrs. T. M. Colston, Mrs. Effie Beaver, Miss E. E. Adams, Miss Margaret Watson, Miss Eva Long, Miss Doris Baker, Mr. W. R. Oliver, Miss V. A. Johnson, Mrs. Stewart, Mrs. Hazeline Jones, Mrs. S. G. Ward, Mrs. B. K. Watkins, Mrs. M. P. Hill, Mrs. Eva Davidson, Mrs. Eliza Russell, Miss Carrie V. Clawson, Mrs. I. S. Hunt, Mrs. M. D. King, Miss A. R. Maxwell, Mrs. Mannie T. Dickinson, Mrs. Fannie Ivey, Miss Mary Houston, Mrs. Louise Haywood, Mrs. M. B. Gamble, Mrs. J. B. McCain, Miss Pearl Dinkins, Mrs. R. H. Gilliard, Mrs. Grace Ford, Mrs. Bessie Beatty, Miss Mary Neal, Rev. J. H. Gamble, Miss Leland Bishop, Mrs. E. R. Stitt, Mr. Lorenzo Poe, Miss Bessie Baucom, Miss Josephine Brown, Miss Carey Jenkins, Miss Loraine Flowe, Miss Georgia Brewer, Miss Louise Yores, Miss Frances A. Stevenson, Miss Rosetta Williams, Miss Cora Diamond, Mrs. Doreather Wallace, Mr. Harrison, Mrs. Fannie Hargrave, Mrs. Roberta Hannibal.

### At Large

Dr. G. E. Davis.

## MONTGOMERY COUNTY

### Montgomery County Unit (100%)

Mrs. L. S. Hannar, Mr. J. W. Maske, Sr., Mrs. E. P. McRae, Mrs. Ruth Dailey, Mrs. A. C. Wade, Mrs. M. H. Wilson, Mrs. L. H. Dobbins, Mr. E. A. Anderson, Mrs. E. McRae Williams, Mrs. V. Carpenter, Miss M. I. Butler, Mrs. F. C. Lewis, Rev. O. F. Barnhill, Mrs. D. E. Barnhill, Mrs. M. B. Rush, Mr. E. D. Sinclair, Mrs. N. B. Sinclair, Mrs. M. W. Anderson, Mrs. G. J. Hoffman, Miss Ruth Hull, Mr. S. T. Hawkins, Miss R. E. Caldwell, Miss Bernice Dobbins, Miss A. B. Barnhill, Miss Dorothy Floyd, Miss Lula J. Blue, Mr. J. T. Dockery, Miss Amanda Capel, Miss E. L. Hannah, Miss E. M. Bess, Miss M. L. Wallington, Miss Lenora Green, Miss M. E. McLaughlin, Miss D. A. Cowan, Mrs. G. F. Bruton, Mr. R. T. Hoffman.

## MOORE COUNTY

### Pinchurst City Schools (100%)

#### Academy Heights High School

Mr. S. C. Cureton, Miss M. M. Lindsay, Miss Melvina Harrison, Mrs. Maggie P. Brown, Mrs. S. C. Cureton, Mrs. Margaret T. Manham, Mr. Samuel Chadwick, Jr., Mrs. Edna B. Taylor, Miss Jannie Ruth Simon, Mrs. A. Payne Griffin, Mrs. Rosa B. Watlington.

### Southern Pines City Schools (100%)

#### West Southern Pines High School

Mr. J. W. Moore, Miss W. G. Hasty, Miss L. B. Mallette, Mrs. O. J. Saunders, Mrs. A. C. Jones, Miss C. E. Steele, Mrs. I. H. Moore, Mrs. D. Shelton Miller, Miss B. M. Pitts, Mrs. N. P. Wilson, Mr. E. M. Gentry.

### Moore County Unit (100%)

Mrs. Lake Erie Ferguson, Mrs. Ruby D.

Mason, Mrs. Lucille W. Barrett, Mrs. Dora G. Dowdy, Mr. H. L. Bryant, Mrs. B. F. Barnes, Mrs. H. L. Bryant, Mrs. Beatrice Thomas, Miss Rebecca Faribault, Mrs. Cleo P. Clark, Mrs. C. W. Yoakley, Mrs. Ada Jackson, Mr. R. Otis Taylor, Mrs. A. W. Blue, Mrs. N. T. Turner, Miss M. R. Cornwell, Miss E. L. Plummer, Mrs. J. R. Jones, Miss M. J. Jackson, Miss E. L. Barrett, Mrs. M. W. Wynn, Mrs. V. O. Fuller Brooks, Miss N. M. Jackson, Mr. B. K. Goins, Mr. H. E. Sutton, Mrs. M. K. Jefferson, Miss O. J. Turner, Miss T. L. Tillman, Mrs. Thomas Jackson, Miss E. Garrett, Mrs. Smith.

## NASH COUNTY (100%)

### Nash County Unit

Mr. W. J. McLean, Mr. R. E. Fitzgerald, Mrs. Juanita A. Powell, Mr. O. D. Moore, Miss Alice B. Davis, Mrs. Ruth P. Roberts, Mrs. Mollie M. Harrison, Mrs. Evelyn H. Monk, Miss Eva Mae McLaughlin, Miss Alice C. Vaughan, Mr. Thomas W. Williams, Mrs. Hannah B. Ricks, Mrs. Hazel N. Williams, Mrs. Odessa G. Pretlow, Miss Arcelia M. Spivey, Mrs. Beryl S. Garrett, Miss Elsie V. Bryant, Miss Almada O. Bryant, Mrs. Lula W. Reeves, Mrs. Tullie C. Taylor, Mrs. Ruth K. Hayes, Miss Vivian U. Davis, Mrs. Carrie S. Howell, Miss Elsie Ricks, Miss Edith Gay, Miss Sarah F. Lamb, Miss Maude Eliason, Miss DeLon Braswell, Rev. H. E. Williams, Mrs. Bettie M. Holmes, Miss Kate Ethel Battle, Miss Alberta O. Pettiford, Mrs. Catherine P. Lucas, Miss Lillian B. Leach, Mrs. Bettie W. Foster, Mrs. Lucille Ricks, Mrs. Maggie Lucas, Mrs. Vera H. Mann, Mrs. Katie B. Roberson, Miss Vivian Lucas, Miss Rosa Arrington, Miss Eunice Jones, Mrs. Anna A. McLean, Mr. Wilbur Townsend, Mrs. Nettie L. Townsend, Mrs. Helen Bulluck, Miss Mary Corbett, Mr. Robert J. Johnson, Mrs. Blanche C. Bostic, Mrs. Annie E. Singleton, Miss Christine B. Wells, Mrs. George B. Mason, Miss Gertrude Hines, Miss Katie Bunn, Rev. D. W. Burgess, Mrs. Ruth E. McLaurin, Mrs. D. W. Burgess, Mrs. Hildegard C. DuBose, Mrs. Nellie P. Buie, Mrs. Carrie L. Spaulding, Mr. Benjamin C. Battle, Mrs. Alice B. Dawson, Mrs. Ethel Hunter, Miss Armedia E. Hillard, Mrs. Maude B. Hubbard, Mrs. Christine N. Chase, Mrs. Wadie G. Morton, Mrs. Willie R. Knight, Mrs. Estelle Adams, Mr. Logan Penny, Mrs. Martha Braswell, Mrs. Mattie C. Gay, Mrs. Ada L. Alston, Rev. George S. Stokes, Miss Gertrude L. Goodson, Mrs. Armitie W. Stokes, Miss Catherine Barrett, Miss Alice L. Brake, Mrs. Margaret A. Forte, Mr. Albert D. McIver, Mrs. Lethea A. Armstrong, Miss Sarah L. Price, Miss Celia Pettiford, Miss Josephine Whitley, Mrs. Emma McCoy, Mrs. Josephine Daniels, Miss Agnes E. Hutchins, Mr. M. A. Bulluck, Mr. R. M. Earl, Mr. Charlie Brown, Miss Gwendolyn Poindexter, Miss Hazel Sampson, Mrs. Mary M. Earl, Miss Elizabeth Jones, Mrs. Lucille Albright, Miss Annie Louise Carter, Miss Pauline Jackson, Mr. J. P. Hairston, Miss Annie M. Oakley, Mrs. Annie H. Elberle, Miss Eloise Chavis, Mrs. Louise S. Lassiter, Mrs. Ethel B. Jones, Miss Jessie Wiggs, Mrs. Amanda C. Boddie, Miss Gertie J. Phillips, Miss Mary V. Grant, Miss Mabel Jordan, Miss Kitty Cumbo, Miss Elizabeth Easterling, Miss Carrie Herndon, Miss Geneva Pittman, Mr. Thomas Crumby, Jr., Mrs. E. B. Malone.

## NEW HANOVER COUNTY

### New Hanover County Unit (100%)

#### Williston Industrial High School

Mr. F. J. Rogers, Mr. H. Billingslea, Mr. W. R. Fewell, Miss F. L. Pinley, Mrs. M. D. Grady, Mr. J. W. Greenwood, Jr., Mr. C. M. Haithman, Mrs. E. T. Harlee, Mrs. E. G. Holmes, Mrs. S. J. Howie, Jr., Mrs. L. L. Johnson, Mrs. A. C. King, Miss B. B. Leonard, Mrs. A. W. Lofton, Miss J. B. McIver, Mrs. S. A. Moultrie, Miss K. M. Porcher, Miss I. S. Richardson, Mr. F. P. Robinson, Miss D. E. Telfair, Miss L. O. Toms, Mrs. M. S. Washington, Mr. M. Wall, Mr. R. Wall, Miss F. P. White, Mrs. L. S. Williams, Mrs. L. F. Bess, Mr. C. L. Bryant, Mrs. N. R. McD. Cotton, Miss G. Edwards, Miss G. MacRae, Mrs. M. C. Ready, Miss F. E. Payne, Miss S. M. Wortham, Mrs. C. H. Robinson, Miss S. B. Hooper, Mrs. A. G. Burnett, Mr. A. W. Printz, Miss E. E. McNeil, Mrs. D. B. Jackson, Mrs. E. N. Williams, Mrs. F. E. Kelly, Mr. Fred Williams.

#### Williston Primary School

Mr. B. T. Washington, Miss S. A. Sullivan, Miss S. H. Willis, Miss L. G. White-man, Miss M. M. Tucker, Miss A. L. Moore, Mrs. L. S. McKoy, Mrs. R. W. Hall, Miss

C. H. Lane, Mrs. B. R. Fennell, Miss M. E. Johnson, Mrs. D. B. Bryant, Mrs. M. F. Emanuel, Mrs. C. G. Trent, Miss K. S. Crawley, Miss E. L. Sharpless, Mrs. E. S. Hansley, Mrs. H. O. McDonald, Mrs. S. W. Wright, Mrs. A. E. Webber, Mrs. E. H. Johnson, Miss S. B. Nixon, Miss L. J. Green, Mrs. A. J. Adkins, Miss M. B. Harris, Miss A. C. McKoy, Miss I. A. McIver, Miss J. R. Williams.

### Peabody School

Mr. C. H. McDonald, Miss Mable C. Brown, Miss Lillian Cross, Mrs. A. A. DeVaughn, Mrs. Katie L. Foreman, Miss Anna Mae Gill, Mrs. Nettie M. Green, Mrs. Mamie B. Harris, Miss E. Gertrude Jervay, Miss Ezzell J. Johnson, Mrs. Zoa C. Lane, Miss Edna F. Moore, Miss Mozelle McGhee, Miss Alice L. Ormond, Mrs. S. L. Perkins, Miss Georgia B. Pierce, Miss Ida B. Randall, Mrs. M. J. Rogers, Mrs. Lettye H. Sharpless, Miss Lavinia E. Sneed, Mrs. Irene M. Sparrow, Mrs. Pearl J. Stevenson, Mrs. Ethel B. Telfair, Mrs. A. C. Williams, Mrs. Eliza B. Wolst.

### County Unit

Mr. W. H. Blount, Mrs. Elsie H. Calvin, Mrs. Katie Davis Goode, Miss Fannie P. Geyer, Mrs. Louise H. Moore, Mrs. Lula Cobb Davis, Mrs. Louise Pierce, Mrs. Lullie E. Mack, Mrs. A. C. Williams, Mrs. A. S. Harris, Miss F. Sadgwar, Mrs. Ruth Ferguson, Mrs. Essie R. Miller, Miss J. L. Barden, Mrs. I. J. Barnhill, Mrs. V. E. Boone, Mrs. L. N. Lofton, Mrs. K. C. Moore, Miss L. L. Newkirk, Mrs. L. P. Saunders, Mrs. T. W. Williams, Mrs. Fannie McCombs.

## NORTHAMPTON COUNTY

### Northampton County Unit

Mr. E. T. Artis, Mrs. Viola T. Bishop, Mrs. Elizabeth Hardy, Mrs. Theola Moore, Miss Sarah Pelham, Mr. W. S. Creecy, Jr., Mr. S. M. Lennan, Miss Minnie L. Parker, Mrs. Elizabeth Jones Gordan, Mrs. Edith Reid Gatling, Miss Elsie Roach, Mrs. Miley Welch Cherry, Mrs. Maggie Jones Holley, Mrs. Rosetta M. Adams, Mrs. Susie M. Creecy, Mrs. Pocahontas Griffin, Mrs. Fannie Kee Maggette, Mrs. Mary A. Manley, Mrs. Ruby Scott, Mrs. M. Frances Carr Clark, Mr. J. H. McManus, Mrs. Mary J. Murphy, Mrs. A. E. Young, Mrs. Julia L. Jordan, Mrs. Lillie P. Lawrence, Miss Pearl V. Alston, Miss Mary E. Bembry, Mrs. Annie F. Colbert, Mrs. Nellie Ramsey, Mr. A. A. Judkins, Mrs. Margaret Judkins, Mrs. K. V. Brown, Miss Kathryn E. Lassiter, Miss E. C. Randolph, Mr. R. L. Moore, Miss Geneva Gardner, Miss Elizabeth Lassiter, Miss Eva Alston, Mrs. Ruth H. Jacobs, Mrs. Ella Reid, Mrs. Leola Morgan, Mrs. Marion Morris, Rev. W. L. Dilday, Mrs. Verdell Johnston, Miss Ernest Langford, Miss Virginia Lucas, Miss Claudia M. Stevenson, Mrs. Novella Branche, Mrs. Lessie P. Jordan, Miss Lucy W. Hodges, Miss Lucy Jones, Miss Minnie Boone, Mr. A. D. Powell, Mrs. Maggie B. Powell, Mrs. Mary Rice, Mrs. Mary Ward, Mrs. Cherry E. Clark, Mrs. Roberta Williams, Miss Dovie Bell, Mrs. Emma Johnson, Mrs. Hester Jordan, Mrs. Ruth Jordan, Mrs. Eva Overton, Mrs. Callie F. Johnson, Mrs. Sophia Faison, Mrs. Carolyn Manley, Mrs. Dorothy Jenkins, Mrs. Elnora Melton, Mrs. Ada R. Tann, Mrs. Lula B. McManus, Mrs. Martha Byrd Barnes, Rev. R. E. L. Brown, Mrs. A. Marie Harding, Mrs. Ethel S. Newsome, Mr. David Bell, Mrs. Hazel Squire, Miss Evelyn Richardson, Mrs. B. L. Edwards, Mrs. Codis Flythe Martin, Mrs. Annie Futrell Foriest, Mr. Lonnie Harrell, Mrs. Lillian E. Harrell, Mrs. Maud Newby, Mrs. Claudia Lee Harding, Mrs. Devolia Gordan, Mrs. Ruth G. Boone, Mrs. Bertha Joyner, Mrs. Claude D. Flythe, Mrs. Irene B. Dail, Mrs. Thelma Harris, Mrs. Bettie Briley, Mrs. Vashti Williams, Miss Jessie E. Clark, Mrs. Catherine Futrell, Mrs. Joana Maggette, Mrs. Essie Scott, Rev. E. B. Sugg, Mrs. Ollie Sugg, Miss Willie M. Jeffries, Rev. J. H. Carraway, Miss Letha Day, Mr. G. Hollis Creecy, Miss Ernestine Young, Miss Mamie G. Hussey, Miss Sarah B. Wright, Miss Della P. Herndon, Mrs. Hazel W. Rice, Miss Rosa M. Belle, Mrs. Belle, Mr. Geene Whitted Williams, Mrs. Lucile Williams, Mr. George G. Moore, Mrs. Maude C. Moore, Mrs. Alice C. Richardson, Miss Ruth V. Jenkins, Miss Willie B. Faulk, Miss Ethel L. Hardy, Mr. S. G. Colvert, Mrs. V. H. Bell, Miss R. M. Harding.

## ONSLOW COUNTY

### Georgetown High School (100%)

Mr. J. W. Broadhurst, Mrs. A. K. Broadhurst, Mr. M. R. Holmes, Miss Mabel T. Molock, Miss Margaret N. Holt, Miss Lillie R. Smith, Mrs. Josephine Thompson, Miss

Adora Daniels, Mrs. Daisy L. Jones, Mrs. Catherine N. Neal, Miss Ethel V. Davis, Mr. Earl A. White.

### County Unit

Mrs. Maggie J. Kornegay, Mrs. Georgie Fonville, Miss Laura Morris Dudd, Miss Lillian Parker, Mrs. Phyllis Parker Torry, Mrs. Rosa Fairley Massey, Mrs. Mamie Stanley, Mrs. Daisy Lee Lavender, Mrs. Esther J. Murphy Crawford, Mr. Agatha Lavender, Mrs. Julia R. Wilson, Mrs. Hazel M. Roberson, Miss Dorothy M. Mattocks, Miss E. J. Ward.

### Richlands School (100%)

Mr. J. W. Harrison, Mrs. Annie R. Graham Bates, Mrs. Golden Baker James, Miss Vesta Canady, Mrs. Daisy Dafford, Mrs. Pearl Parker.

## ORANGE COUNTY

### Orange County Training School (100%)

Mrs. Euzelle P. Smith, Miss Ailey M. Young, Mrs. Pearl S. Lampley, Miss Geneva V. Rogers, Mrs. Norma E. Snipes, Mrs. Lucille R. McDougle, Mr. C. A. McDougle, Mrs. Georgia D. Lenton, Miss Thomasine C. Kirkland, Mr. Melvin J. Scales, Miss Olivia E. Waddell, Mr. Henry K. Groten, Mr. Harry E. Pickard, Mr. R. O. Kornegay, Miss Julia E. Caldwell, Mrs. Alvise D. Jones, Mrs. Minnie D. Turner, Mr. Reginald D. Smith, Miss Ruth P. Pope, Mrs. Frances N. Hargraves.

### Orange County Unit

Mr. J. R. Snipe, Mr. M. C. Burt, Mrs. M. C. Burt, Mr. Beecher Coward, Mr. A. L. Stanback, Mrs. C. C. Stanback, Lara P. Vanhool, Miss Hassie V. Brooks.

## PAMLICO COUNTY

### Pamlico County Training School (100%)

Mr. T. F. Estes, Miss L. B. Wright, Miss L. V. Randall, Mr. R. J. Johnston, Mrs. F. Cradle, Mrs. M. C. Ford, Mr. I. S. Williams, Miss L. Mumford, Mrs. A. W. Midgett, Miss E. B. Alston, Miss N. Miller, Mrs. E. T. Gore, Miss R. Keys, Mrs. J. N. Kornegay, Mrs. I. J. Jones, Mrs. R. E. Murphy, Miss S. J. Hudson, Miss M. M. Grey, Miss L. Baker, Miss H. E. Kornegay, Miss L. L. Gaither, Miss R. L. Greene, Miss M. D. Baker, Miss M. M. Fuller, Miss V. Tillery, Mrs. D. W. Wooten, Mrs. R. J. Adams, Miss L. E. Fisher, Miss L. L. Perkins, Mrs. C. L. Moore, Mrs. M. A. Estes, Miss R. J. Ellison.

## PASQUOTANK COUNTY

### State Teachers College

Mr. Taylor E. Jones, Mrs. S. R. Tillinghast, Mrs. Margaret E. Williams, Mrs. E. C. Mitchell.

### P. W. Moore High School

Mr. James J. Mitchell, Mr. E. A. Anderson.

## PENDER COUNTY

### C. F. Pope High School (100%)

Mr. Charles C. Smith, Mrs. Rosalie M. Beattie, Mrs. Juliet C. Chavis, Miss Sarah W. Cherry, Mrs. Valdosa J. Williams, Mr. Lonzo Wallace, Miss Clara M. Bacote, Mrs. Ezzelle F. Wright, Mrs. T. Brewington Bryant, Miss Mattie Lee Fikes, Mrs. Lillian W. Shaw, Mrs. Mary L. Smith, Mrs. Hermena H. Swinton, Mrs. Alma R. Caviness, Mr. James T. White.

### Pender County Training School

Mr. J. T. Daniel, Mr. S. C. Anderson, Mrs. Leola B. Daniel, Mrs. Venetta W. Anderson, Mrs. Hattie V. Gattison, Mrs. Felicia M. Canty, Mrs. Sue Davis Marable, Mrs. Bertha M. Berry, Mrs. Olivia H. Smith, Mrs. Cora P. Ringer, Miss Mary C. Harvey, Miss Willie M. Hayes, Miss Vilma Hill, Miss Daisy R. Ford, Miss Mildred Crews, Miss Myrtle C. Ware, Miss Catherine Cogdel, Mr. James R. Moore, Mr. James C. Smith, Mr. Johnnie D. Williams, Jr.

### County Unit (100%)

Mr. Thomas M. Ringer, Mrs. Allie M. Ringer, Mrs. Clara Moore, Mrs. Helen F. Hall, Mrs. Mary N. Thompson, Mrs. Margaret B. Loftin, Mrs. Lillie M. Billingslet, Mrs. Gertrude H. Williams, Mrs. Mollie M. Holmes, Mrs. Geneva F. Corbett, Mrs. Bettie Wiggins, Mrs. Mary Bond Joe, Mrs. Ludie D. Washington, Mrs. Juanita L. Fuller, Mrs. Ruth M. Brown, Mrs. Leon P. Johnson, Mrs. Carrie S. Ballard, Miss Laura Staten, Miss Gladis Montague, Miss Vanzellian Holmes, Miss Helen Moody, Miss Clara Hill, Mrs.

Myra B. Johnson, Mrs. Rosa S. Flood, Mr. C. A. Dixon, Mrs. Clyde P. McLean, Mrs. Sturdivant, Mrs. Clara Marsburn, Miss Sadys Williams, Miss Ida Tate.

## PERQUIMANS COUNTY

### Hertford High School (100%)

Mr. H. E. Brown, Mrs. A. N. Kingsbury, Mrs. E. H. Brown, Mrs. H. O. Beamon, Mrs. J. S. Thompson, Mrs. M. W. Strowd, Mrs. W. C. Riddick, Mrs. G. B. Lowe, Mrs. E. S. Perry, Miss M. L. Felton, Mr. D. S. Newby.

### Perquimans Training School (100%)

Mr. R. L. Kingsbury, Mrs. Penelope E. Bembry, Mrs. Johnnie L. Privott, Mrs. Idonia E. Rogerson, Mr. King A. Williams, Mrs. Willie D. Williams, Mrs. Doris A. Wooten, Mrs. Olivia W. Perry.

### Perquimans County Unit

Mrs. Mary E. Newby, Mrs. Martha E. Blanchard, Mr. Earl Daughtery, Miss Addie Hoffer, Miss Nellie Holley, Mr. W. J. Thompson, Mrs. Salome Brothers, Mrs. Annie F. Skinner, Mr. W. E. Beaman, Mrs. Harriett D. Winslow, Mr. G. N. Reid, Miss Rosa Reid, Mrs. Dorothy H. Newby, Mrs. Edna S. Zachary, Mrs. Cleo Z. Felton, Mrs. Rosa E. Newby, Mrs. Annie E. Simons.

## PERSON COUNTY (100%)

### Person County Training School

Mr. T. C. Tillman, Mr. J. Royal Browning, Mrs. Alice B. Ford, Mrs. Hilda H. Fountain, Mr. Robert L. Hairston, Mrs. Maggie J. Harris, Mrs. Earl C. Herring, Miss Pecola B. Hester, Mrs. Ruby T. Hester, Mrs. Mary J. Jackson, Mr. A. W. Jones, Mrs. Laura W. Johnson, Mrs. Saloma J. Mials, Miss Cora L. Miller, Mrs. Ellen H. Mosley, Miss Margaret L. Nixon, Mrs. Beatrice H. Sprague, Miss Wynolia R. Watkins, Mrs. Bertha S. Williams, Miss L. Matrice Woods, Mrs. Sara B. Galbreath, Mrs. Pearl E. Burton, Mrs. Mary J. Ownes, Mrs. Luella E. Crosby, Miss Mary F. Lawrence, Mrs. Theresa W. Jones, Mrs. Ruth J. Tillman.

### Person County Unit

Miss Ellen Elizabeth Lawrence, Mrs. Omata R. Jones, Mrs. Lottie V. Palmer, Mrs. Winnie D. Hatcher, Mr. George L. Harper, Mr. Hugh Earl Talley, Mr. George W. Thomas, Miss Beatrice J. Clayton, Mrs. Alice O'Daniel Ragner, Mrs. Hilda S. Jones, Mrs. Monnie H. Glass, Mr. Brisbane H. Umstead, Miss Annie L. Allen, Mrs. Sadie M. Dunn, Mrs. Lucy A. Mason, Mrs. Pearl Nelson, Mr. Thelreg H. Jeffers, Mrs. Gallie DeS. Brooks, Miss Luella Gilmore, Mrs. Clara P. Jones, Mrs. Cora M. Lytle, Miss Vivian D. Burton, Miss Elma Josephine Hester, Mrs. Iris W. Baird, Mrs. Mabel B. Gerst, Miss Mattie Eleanor Tuck, Mr. Abraham B. Whitlock, Mr. Clarence E. Lytle, Miss Ethel Loleta Tuck, Miss Pauline Tuck, Miss Missouri Atterteen Allen, Miss Daisy Clarke Wilson, Mrs. Mary A. Thomas, Miss Ruth Maude Smith, Mr. Willie L. Roberts, Mrs. Jettie G. Williams, Miss Sudie Foy Villines, Mrs. Rosetta V. Thompson, Miss Wilma Dare Clayton, Mrs. Lillie D. Barnette, Mrs. Addie Graves, Mrs. Benie Cates.

## PITT COUNTY

### Greenville City Unit (100%)

Mr. W. H. Davenport, Mrs. M. B. Allen, Mrs. A. H. Armstrong, Mr. D. A. Barnhill, Miss D. M. Bell, Mrs. L. B. Brown, Mrs. C. V. Chase, Mrs. N. W. Cherry, Mrs. S. L. Davenport, Mrs. D. R. Daniels, Mr. H. R. Foust, Mrs. L. S. Foreman, Mrs. E. R. Futrellee, Miss M. A. Garrett, Mrs. E. B. Graves, Miss L. L. Grave, Mr. J. W. Grimes, Miss S. E. Greenwood, Miss E. L. Harris, Mr. L. R. Hudson, Mrs. E. W. Johnson, Miss R. E. Johnson, Mrs. E. A. Jackson, Miss E. L. McConnell, Mrs. O. B. Myers, Mr. A. E. Murrell, Miss C. M. McKnight, Mrs. E. P. Norris, Miss F. A. Phillips, Miss E. C. Staplefoote, Mrs. L. S. Simmons, Miss M. B. Smith, Miss B. Sowell, Miss S. I. Sauter, Mrs. L. R. Taylor, Mrs. B. C. Terry, Mrs. M. G. Thompson, Mrs. M. T. Williams.

### Pitt County Unit (100%)

Miss Mamie E. Carney, Miss Zenobia Turnage, Miss Rosalie Moore, Mrs. Clarence E. Bembry, Miss Viola Vines, Mrs. Mamie Garrett, Mrs. Mable D. Wilson, Mrs. Pattie G. Grimes, Miss Lillian D. Artis, Mr. George R. Whitfield, Miss Ruth Hilda Wynn, Mrs. Mary Taylor Carraway, Miss Mary Dupree, Mrs. Halsee E. M. Carraway, Wooten, Mrs. Mattie King Strong, Miss Eva Thomas Maye, Mrs. Cherry Bell Brinkley, Miss Serena A. Carter, Mrs. Henrietta King, Mr. Elmond S.

Elliott, Mr. Darius D. Burge, Mrs. Minnie Bess Edwards Taylor, Mrs. Thelma L. Elliott, Mrs. Rosa Lee R. Andrews, Mrs. Carolina C. Chance, Mrs. Peggie Chance Ward, Miss Mildred Jones, Mrs. Ella Sykes Lloyd, Mrs. Lula Coburn, Mrs. Sudie Paige Staton, Mrs. Christine Lewis, Miss Evelyn Glover, Miss Willie Mae Williams, Miss Nannie Hyman, Miss Eva P. Jones, Mr. Matthew Lewis, Mrs. Christine P. Mills, Miss Learline Knight, Mr. Charles C. McGlone, Mrs. Elizabeth McGlone, Mr. Samuel Hemby, Jr., Miss Josephine Braswell, Mrs. Mamie Paige Hall, Mrs. Annie Ruth Ebron, Mr. Alfonza Winslow, Miss Emma Raspberry, Mrs. Marie B. League, Mr. John Walter Maye, Mr. Isaac Artis, Miss Pauline Moore, Mr. S. C. Bethea, Mrs. Beatrice Carr Maye, Miss Doris Bowe, Mrs. Dicey W. Ivey, Mrs. Pearl S. Gardner, Mrs. Martha Perry F. Jones, Miss Georgia Ann Capehart, Miss Rosa Lee Harris, Mrs. Verda Mae McMurray Allen, Mr. W. H. Robinson, Miss Orebah Hargrove, Mr. Charles M. Anderson, Mrs. Ellen M. Anderson, Mrs. Jessie Mae Joney Corey, Mrs. Carrie L. Umphrey Bess, Miss Selena S. Lang, Miss Mable Lang, Mrs. Thelma A. Lawrence, Mrs. Sarah W. Bradley, Mrs. Helen Flemings Moore, Miss Louvenia Monk, Miss Jessie Mae Mitchell, Mr. H. B. Sugg, Mr. John Lawson Burge, Miss Gwendolyn Howard, Mr. Nathan Glenn Perry, Mrs. Francis H. Mebane, Mrs. Hazel Earl Ligon, Miss Hazel Jordan, Miss Madgeleine Blount, Mr. Clarence E. Knight, Miss Essie Wiggins, Miss Mattie Dupree, Mrs. Mary M. Knight, Miss Mildred Artis, Miss Sallie Dupree, Miss Turetha Vines, Mrs. Aurelia J. Sugg, Mrs. Dayse Jones Dixon, Mrs. Della T. Mosley, Miss Sula Exum, Miss Agnes Taylor, Mrs. Bessie M. Chance, Mr. Charles M. Sugg, Mrs. Ada Gold Sugg, Miss Ethel W. Hebron, Mrs. Ellen Blount Gorham, Mrs. Minnie Allen Martin, Mrs. Buby Maye Cobb, Mr. Stephen A. Howe, Mrs. A. Jenkins, Miss Sallie Phillips, Mrs. Lillian M. Alexander, Mrs. Anna O. Mason, Miss Sudie B. Savage, Mr. O. A. Dupree, Mr. William Cherry, Miss Eva Mae Council, Mr. Amos T. Mills, Mrs. Carrie B. Payton, Miss Rebekah M. Wilson, Mr. M. W. Roundtree, Mr. Moses Kennedy, Mrs. Carrie Venters Vann, Miss Vivian Dudley, Miss Effie Baker, Mrs. Westry Hill Warren, Mrs. Bessie Harris Dupree, Mr. Albert C. Hill, Miss Gertrude Hill, Mr. Lafayette Williams, Mrs. Irene B. Williams, Mrs. Martha F. Boyd, Miss Hattie G. Thompson, Miss Louvenia Latham, Mr. Herman R. Reeves, Miss Felice Moye, Miss Josephine Reeves, Miss Viola Fields, Mr. William F. King, Miss Johnetta Alexander, Miss Virginia Roundtree, Mr. J. W. Ormond, Mr. J. J. Browne, Miss Reulah L. Whitfield, Miss Thomasina Duncan, Miss Mary Jane Kelly, Miss Roberta Browne, Mr. James R. Lowrey, Miss Stella Mae Dixon, Mrs. Louise Payton Ormond, Mrs. Madie B. Murphy, Miss Mary B. Clemmons, Mrs. Maggie Woodard, Miss Nellie Mae Cox, Mrs. Hattie V. Forbes, Mrs. Mozella T. Burney, Miss Harriet Holly, Miss Essie Timmons.

## POLK COUNTY

### Tryon Colored High School (100%)

Mrs. H. H. Hannon, Mrs. L. E. Smith, Miss G. E. McKissick, Miss O. B. Wiggins, Mr. J. A. Tillman.

## RANDOLPH COUNTY (100%)

### Randolph County Unit

Mrs. E. R. McCoy, Miss C. A. Holmes, Miss Adelaide Hedrick, Miss Mary Harrison, Mrs. H. W. Finney, Miss E. Scotton, Prof. E. J. Jones, Mrs. L. M. Davis, Mr. E. H. Kearns, Mrs. C. M. Mayfield, Mr. A. F. McAdoo, Mrs. O. R. James, Mrs. Jennie D. Graham, Mrs. L. P. Harris, Mrs. C. F. Williams, Mrs. S. B. Snipes, Mrs. E. P. Garriss, Mrs. Louise Hardy, Mrs. Sarah Lassiter, Miss E. C. Smith, Miss Aline Cox, Mr. D. M. Hill, Mr. J. N. Gill, Mr. John Caveness, Mrs. Mary Johnson, Mrs. Addie Tate, Mr. Fowler Luck, Mrs. Ruby Luck, Mrs. Mabel Patterson, Miss Genive Foushee, Miss Gwendolyn Franks, Mrs. Donnie McAlister.

## RICHMOND COUNTY

### Hamlet City Administrative Unit (100%)

Mr. J. W. Mask, Jr., Mrs. S. R. Jenkins, Mrs. C. J. Lawson, Mrs. H. E. Henderson, Mrs. W. H. Collier, Mrs. F. P. Mask, Mrs. L. S. Robinson, Mr. R. E. Avery, Jr., Mr. R. L. Jones, Miss L. A. Waddell, Mrs. B. D. McManus, Mrs. A. T. Nelson, Mrs. R. M. Parrish, Mrs. L. A. Hillian, Mrs. Maxine Tillman, Mr. R. D. Clark, Mrs. Roy M. Eachern, Mrs. Bernice Lassiter, Mrs. A. C. McRae, Mrs. Inez Douglas, Mrs. T. M. Jones.

Mrs. L. K. Jones, Mrs. M. F. Dougherty, Mrs. K. D. Greene.

#### Rockingham City Schools (100%)

Mr. J. M. Hodge, Miss Jessie C. Blackburn, Mrs. Ruby L. Broome, Miss Inez J. Ferguson, Miss Lela B. Gordon, Mrs. Jennie W. Hager, Miss Mabel D. Hill, Miss Willie M. Hines, Mrs. Cora M. Hodge, Miss Katherine J. Houston, Miss Rosa P. Lawyer, Miss India M. Martin, Miss Ruth McConnell, Mr. Joseph D. Parker, Mrs. Lillie M. Ricks, Miss Virginia E. Wall, Mrs. James C. Watkins, Mrs. Johnnie W. Watkins, Mrs. Doris A. Williams, Mr. Clinton D. Crowe, Mrs. Mary S. Spencer, Mrs. Amanda T. Pemberton, Mrs. Ruth Banner Hayes, Mr. James O. Johnson.

#### Richmond County Unit

##### Morrison Training School (100%)

Mr. P. R. Brown, Mrs. Palmer C. Balsley, Mr. Lorenzo Balsley, Mrs. J. S. Brown, Mrs. Mack D. Crawford, Miss Elizabeth R. Duncan, Miss Florence Hawkins, Mrs. Catherine Lutz, Mr. Frederick Lutz, Miss Mealie McQueen, Mr. Lubie McLaughlin, Miss Willie V. Small, Mrs. Eunice S. Torrey, Mrs. Lillian G. Wells, Mr. Wendell De Wells, Miss Laurellen Williams.

##### Ellerbe Colored High School (100%)

Mr. S. B. T. Easterling, Miss M. E. Webb, Miss C. V. Whitters, Mr. J. E. Forte, Mr. R. E. McIntyre, Miss A. A. Moore, Miss A. L. Warren, Miss D. E. Upperman, Mrs. N. K. Gilliam, Miss D. M. Carelock, Mrs. H. U. Easterling, Mr. C. Pitts.

#### Hoffman Negro School

Mr. A. W. Perkins, Mrs. Elizabeth Perkins, Miss Johnnie Dunlap, Mrs. Eddie D. Pemberton, Miss Theola Bethea, Miss Maymie J. Blue, Miss Lillian A. Byrd.

#### County Unit

Mrs. Mary L. Ricketts, Mrs. Elsie H. Steele.

#### ROBESON COUNTY

##### Fairmont City Schools

##### Rosenwald School (100%)

Mr. L. E. Spencer, Mrs. A. G. Spencer, Mrs. E. P. Peace, Mrs. N. B. McKay, Mrs. C. H. Pittman, Mrs. E. A. Ford, Mrs. M. S. Grier, Mrs. M. H. Ford, Mrs. B. H. Peters, Mrs. L. D. Whitehead, Miss N. J. Levister, Miss O. R. Thomas, Miss E. L. Wooten, Miss C. B. Bethea, Miss L. B. Snoddy, Miss M. Campbell, Miss J. Hoke, Miss A. Hailev, Miss M. B. Covington, Mr. H. J. Hayes, Mr. P. E. Shaw.

##### Marietta School (100%)

Mr. W. R. Parker, Mrs. C. B. Parker, Miss D. L. Bethea, Miss B. G. McCallum, Miss E. R. Speller, Rev. J. M. McCallum.

##### John Lewis School (100%)

Prof. J. F. Lessane, Miss M. V. Evans, Miss C. A. Bryan, Mrs. L. L. Joyner, Miss N. P. Atkinson, Mrs. M. B. Lessane.

##### Lumberton City Schools (100%)

##### Redstone High School

Dr. J. H. Hayswood, Mrs. A. B. Lewis, Miss E. B. Swindell, Miss D. M. Freeman, Mrs. M. B. McLeod, Mrs. M. B. Williams, Miss C. Roberta Sinclair, Mrs. Ida E. Cameron, Miss M. L. Francis, Mrs. Ethel T. Hayswood, Mr. Wm. McKinley McNeill.

##### Thompson Institute

Prof. G. H. Young, Mr. J. S. Singleton, Mrs. Katie B. Anderson, Mrs. Carletta M. Spearman, Mrs. Inez McNeill, Miss Maggie B. McLean, Miss Sibyl Haile, Mrs. Minnie M. Ridley, Mrs. Pazava Hill Thompson, Mrs. Doris Lewis Thompson.

##### Red Springs City Schools

##### Red Springs High School (100%)

Mr. J. T. Peterson, Mrs. K. M. Peterson, Mrs. P. V. Graham, Mrs. M. M. Smith, Mrs. E. D. Roberson, Miss M. V. Moore, Miss L. O. McRae, Mrs. E. C. H. McNeill, Miss N. V. Martin, Miss J. C. Kittrell, Mr. J. L. Gillespie, Mr. S. C. McCorkle, Mrs. M. V. Leake, Miss G. L. Crews, Mrs. E. M. McQueen.

##### Robeson County Unit

Mrs. Mamie McKellar, Mrs. Dora Gavin, Mrs. Katie Brotherton, Mrs. Eva B. Williams, Mrs. Eula Iseley, Mrs. Azada B. Ivey, Miss Pearl Brewington, Mr. George C. Murphy, Mrs. Eula Iseley, Miss Gracie J.

Nichols, Mrs. Wilhelmena P. McCallum, Mrs. Eredena High Young, Mrs. Seavy B. Medford, Miss Armita J. Diggs, Miss Rosa A. Pettice, Mrs. J. Pearle Cochran, Miss Maude Downing, Mr. Edward C. Moore, Miss Dorothy L. Moye, Miss Jessie M. Cooper, Miss Willie B. Blair, Mr. W. J. Cochran, Mr. H. E. Williams, Mrs. Gaynor M. Wilkerson, Mrs. Katie Smith, Miss Mary M. McDougald, Mr. J. H. Brown, Mrs. B. D. Swain, Womack, Mrs. L. H. Gaillard, Miss E. E. Harris, Mrs. M. C. Green, Mr. R. Perry, Mrs. Zilphia M. Waugh, Mrs. Ida McDuffie, Mrs. Hattie McKoy, Miss Novella E. Patterson, Mrs. Ruby Anderson, Mrs. Cora Neville Johnson, Mr. F. D. King, Miss Mary E. Benton, Mrs. R. B. Dean, Mr. R. J. DeVone, Mr. L. E. Cottingham, Mr. J. W. McKoy, Mr. Bruce Hargrove, Miss M. L. Leak, Mrs. Wilma F. Martin, Miss L. M. Hayes, Mrs. L. T. Pinkney, Mrs. M. P. Whiteside, Miss G. A. Dunlap, Miss T. I. Wilkins, Miss C. L. McKoy, Mrs. E. B. McKoy, Miss H. M. Shipman, Miss M. C. Wall, Mrs. L. M. McKoy, Miss E. M. B. Spivey, Mrs. Esther V. Hawkins, Mr. G. W. Hawkins, Mrs. Josephine Campbell, Mrs. Essie Ware, Mr. William Ware, Miss Pearl Ray, Mrs. Charly M. Smith, Mrs. Marie Wilkerson, Miss Ida E. Jones, Mrs. Bertha Thompson, Mr. S. E. McCoy, Mrs. Odessa Johnson, Mrs. B. F. Powell, Mrs. C. S. Justice, Miss E. L. Powell, Miss M. M. Bingham, Mrs. B. M. Murchison, Miss E. Y. Miller, Mrs. C. L. McNeill, Mrs. W. O. T. Fleming, Miss T. M. Tolbert, Mrs. E. B. Whitted, Mr. R. W. Sawyer, Mr. J. C. Duncan, Mr. L. D. Little, Mrs. Georgiana Little, Mrs. Sylvia Whithers, Mrs. Naomi Jeralds.

#### ROCKINGHAM COUNTY

##### Leaksville City Schools (100%)

##### Douglass High School

Mr. L. E. Davis, Mrs. Helen C. Mitchell, Mrs. Anna C. Davis, Mrs. Consuela Wilson, Mrs. Juanita Hart, Mrs. Ruth N. Fisher, Mrs. Bessie N. Fowlkes, Mrs. Anita Hairston, Mrs. Ophelia Simpson, Mrs. Catherine Williams, Mrs. Leona Martin, Mrs. Lottie Whitsett, Mrs. Mozelle R. Reid, Miss Dorencia Poole, Miss Sara Williamson, Miss Effie M. Johnson, Miss Lillian M. Ward, Mr. Clyde L. Fowlkes, Mr. Herbert L. Lassiter, Mr. John D. Chalmers.

##### Madison City Schools (100%)

Mr. John W. Dillard, Miss E. V. Lane, Mrs. Ruth M. Wiley, Mrs. Mary C. Hairston, Mrs. Mattie C. People, Mrs. Gertrude C. Chapman, Mrs. Mabel Mayle Dillard, Mr. O. T. Gerring, Miss Ardell Meadows, Miss Catherine Farrington, Mrs. Mabel G. Dalton, Mr. A. O. Wiley.

##### Reidsville City Schools (100%)

##### Branch Street School

Mr. H. K. Griggs, Mrs. L. B. Powell, Miss S. A. Dillard, Mrs. M. K. Watkins, Miss E. E. Bailey, Mrs. W. W. Core, Mrs. S. W. Surratt, Mrs. S. P. Ware, Mrs. G. B. McRae, Mrs. B. C. Totten, Mrs. E. B. McCoy.

##### Washington High School

Mr. H. M. Holmes, Miss Daisy Davis, Mrs. L. K. Fisher, Miss Ella M. Miller, Mrs. Mary T. Coleman, Mrs. E. K. Ware, Miss V. A. Lassiter, Miss E. De. Jones, Mr. Robert L. Watt, Mrs. Ida F. Thomas, Miss Willie G. Fontaine, Mr. F. I. Quick, Mr. George McLean, Mr. E. M. Townes, Jr., Mrs. Virginia F. Alston, Mrs. Ida F. Duncan, Mr. Sherman V. Williamson, Mrs. E. M. Rogers, Mr. A. N. McCoy, Miss Ollie M. Mills, Mrs. R. L. Hannon, Mr. C. C. Watkins.

#### ROWAN COUNTY

##### Salisbury City Schools

##### Monroe Street School (100%)

Miss Annie R. Lowery, Miss Marie D. Kelly, Mrs. Bulah R. Gibson, Miss Willie M. Clingman, Mrs. F. J. Harris, Mrs. N. J. Johnson, Mrs. N. J. Lash, Miss Callie Montgomery, Mrs. L. I. McKoy, Miss Lottie M. Smith, Mrs. Rose R. Scott, Miss Vina E. Wilson, Mr. J. E. Anderson.

##### Price High School (100%)

Mr. L. H. Hall, Miss A. E. Duncan, Mrs. E. B. Riggs Hall, Mrs. O. C. Hall, Mr. S. W. Lancaster, Mr. W. L. Miller, Mr. J. W. Nicholson, Mr. I. J. Olds, Mrs. M. H. Perkins, Miss Q. V. Simmons, Mrs. W. M. Walker, Miss A. E. Weeks.

##### Livingstone College (100%)

Mr. William J. Trent, Miss Pinkie J. Benjamin, Mr. Maxwell R. Brooks, Dr. John V.

Catledge, Rev. Frank R. Brown, Dr. Henderson H. Donald, Mrs. Anne S. Drew, Dean Frederick D. Drew, Miss Julia B. Duncan, Miss Anita O. Dorsey, Mrs. Rosa L. Finney, Mrs. Hattie N. Flack, Mr. William H. Goodrum, Mr. Samuel L. Hopkins, Mr. Arthur Howard, Mr. Leon C. McCrary, Mr. Isaac H. Miller, Mrs. Olive M. Sawyer, Dean J. H. Satterwhite, Mrs. Josephine P. Sherrill, Mr. Marlowe F. Shute, Mrs. Eloise M. Simpson, Mrs. Lois H. Reeves, Mrs. Myra M. Thomas, Mr. David H. Thornton, Mrs. Elva C. Wells, Miss Ethelynn R. Williams, Mr. Norman Wilson, Mrs. Mabel H. Graves.

#### Rowan County Unit

Mrs. Rose D. Aggrey, Mrs. Bessie Craige, Mrs. Geneva Oglesby, Mrs. Pauline Morton, Miss Rosebud Aggrey, Mrs. Myrtle Gibson, Mrs. Sallie Robertson, Mrs. Alma Ross, Mr. Earl Simmons, Miss Naomi Shuford, Mrs. C. I. Lewis, Mrs. I. M. Ellis, Mrs. M. E. Payden, Mrs. Rosalie F. Uzatt, Mrs. Ernestine C. Bridges, Mrs. Lillian E. Simpson, Miss Inez Correll, Mrs. Nanie K. Bryant, Mrs. Sadie Fair, Mrs. Hazel C. Steward, Mrs. M. T. Ezell, Mrs. Geneva G. Miller, Mrs. Guernia D. Jones, Mrs. Pauline B. Wright, Mrs. Zelma R. Draine, Mrs. Earnestine E. Lewis, Mrs. Margaret D. Dalton, Mr. Arthur B. Buford, Mr. Richard F. McMullen, Miss Julia M. Beatty, Mrs. Permillia F. Dunston, Mrs. Iris Jeffries Wade, Mr. R. E. Dalton, Mrs. C. C. Caldwell, Miss M. R. Boger, Mrs. M. K. Phifer, Mrs. Beatrice C. Powe, Mrs. Beatrice C. Stevenson, Mrs. Willie E. Cade, Mrs. Kathleen J. Randall, Mrs. Corine F. Tutt, Mrs. Creola A. Goodman, Mr. J. R. Walker, Mrs. S. E. Biggers, Mr. W. T. Wallace, Jr., Mr. William P. Hall, Miss L. Beatrice Anderson, Mrs. D. A. Ellis Glaspie, Mrs. Maepeace S. Long, Miss Helen R. Reid, Mrs. Lois H. Partee, Mrs. Sara T. Yokley, Mrs. Cora K. White, Mr. William Wade.

#### RUTHERFORD COUNTY

##### Rutherford County Unit

##### Grahamtown High School (100%)

Mr. J. O. Gibbs, Mr. I. L. Pruitt, Miss Hazel Houston, Miss Jannette Price, Miss Mildred L. Hall, Mrs. Henrietta Twitty, Mrs. M. D. Gibbs, Miss Lucile Carson, Mrs. Annette L. Bober, Miss Lillian B. Wood, Miss Dorothy Lipscombe.

##### New Hope School (100%)

Mr. V. C. Ramseur, Jr., Miss R. C. Bartley, Miss H. A. Fleming, Mrs. S. L. Lamb, Miss V. C. Henry, Miss M. E. Joyner, Miss E. M. Lawton, Mrs. M. M. Pettiford, Mrs. H. C. Walker, Mrs. A. R. Wellmon, Mrs. M. D. Wilson, Mrs. R. D. Twitty.

#### County Unit

Mrs. Amanda Horne, Mrs. Monnie Jones, Miss E. E. Logan, Miss M. K. Costner, Miss M. B. Hoyle, Mr. P. W. Wellmon.

#### At Large

Mrs. Jannie W. Davis.

#### SAMPSON COUNTY

##### Clinton City Schools (100%)

##### Sampson County Training School

Mr. D. A. Thomas, Mrs. D. B. Rich, Mrs. Ada E. Davis, Miss Rosa B. Williams, Miss C. C. Little, Mrs. Shirley R. Smith, Mrs. B. J. Thomas, Mrs. Estella H. Sampson, Mrs. Annie Lou Highsmith, Mrs. Mary A. Peterson, Miss C. O. Bynum, Mrs. B. A. Curry, Mr. N. S. Hinton, Mrs. Essie W. Garham, Miss Reva M. Matthews, Mrs. Ida E. Griswold, Miss E. Gwondlyn Maye, Mrs. J. Faison Jones, Mrs. P. W. White, Miss L. H. Pitts, Miss Gladie B. Simmons, Miss Esther Mallette, Mr. R. Johnson, Miss Pauline Woodward, Miss E. R. Raynor, Miss Lillian Pearsall.

##### Sampson County Unit (100%)

Miss M. Ruth Lawrence, Miss Mildred P. Beamon, Mr. Woodrow W. Carr, Mrs. Blonnie B. Carr, Mrs. Anna H. Bryant, Mrs. Lillie Cromartie, Mrs. Sarah Chavious, Mrs. Daisy Caldwell, Mrs. Gertha C. Murphy, Mrs. Maggie Allison, Mrs. Estelle Mitchell, Mrs. Kate Jones Morrissey, Rev. Charles E. Perry, Mr. Roland L. Allison, Miss Maggie L. McKoy, Miss Doris O. Robinson, Miss Susie P. Battle, Miss Minnie Lee Sampson, Miss Eva Thelma Dillard, Mrs. Beatrice C. Tatum, Mrs. Emma Perry, Mrs. Clara Bell Tory, Miss Terressa L. Pride, Miss Fannie W. Sampson, Mrs. Mae B. Melvin, Mr. John M. Holmes, Mrs. Mavis B. Harris, Mrs. Martha A. Kelley, Miss Rosa E. Boykin,

Miss Hennie G. Sommerville, Mr. John I. Kornegay, Mrs. Flora DeV. Grantham, Miss Wilma McKoy, Mrs. Pauline Solice, Mrs. Arletha B. Graham, Mrs. Naomi H. Price, Mrs. Mamie McL. Faison, Mrs. Annie Ruth Williams, Mr. Albert F. Melvin, Miss Thelma A. Boone, Mrs. Laddie B. Melvin, Miss Margaret S. Butler, Rev. P. M. Lee, Miss Minnie C. Faison, Mrs. Katie B. Jones, Mrs. Annie Blanche Carr, Miss Mary Louise Daughtry, Miss Lillie C. Cromartie, Miss Minnie S. Weeks, Mr. David L. Robinson, Miss Minnie R. Thompson, Mrs. Effie B. Wright, Mrs. Anna F. H. Bryant, Mrs. Juanita H. Hill, Mrs. Lila C. Powell, Rev. J. T. Stewart, Mrs. Helen B. C. Stewart, Miss Nancy Boykin, Mrs. Hazel Howard, Mrs. Allie S. Mathis, Mrs. Eva S. Williams, Mrs. Maggie M. Allison, Mrs. Estelle B. Mitchell, Mrs. Gertha C. Murphy, Mr. Leroy L. Smith, Mrs. Mattie J. Cobb, Mrs. Daisy B. Adkins, Miss M. Eva Morrissey, Mrs. Daisy H. Caldwell, Mrs. Sarah Ann Chavious, Mrs. Esther A. Smith, Mrs. Daisy P. Henry, Mrs. Elva M. Culbreath, Mrs. Lillie B. Merritt, Miss Mabel P. Powell, Mrs. Rosa W. Cooper, Miss Vinella Ashford, Miss Macy-reve Peterson, Mrs. Josie B. Moore, Mrs. Bettie T. Tatum, Mrs. Sadie H. Merritt, Mr. Willie M. McLean, Mrs. Estelle W. Boykin, Miss Fannie E. Simons, Mrs. Betsy P. McLean, Miss Amanda O. Bibby, Mr. William B. Swinson, Miss Mae G. Fennell, Miss Martha G. Penn, Mrs. Annie B. Fleming, Mrs. Lula S. Tilford, Mrs. Hattie B. Matthews, Mr. Cato C. DeVane, Miss Cornelia E. Fennell, Miss Mary Josei Clinton, Mr. Francis E. Wright, Miss Jerusha Butler, Miss Fannie C. Davis, Mrs. Mary A. Fennell, Miss Eva Mae DeVane, Miss Maggie L. Hollingsworth, Miss Mildred M. DeVane, Miss Dolletha Mae DeVane, Miss Janie Mae Boykin.

### SCOTLAND COUNTY

#### Laurinburg City Schools (100%)

##### Laurinburg Institute

Mr. I. Ellis Johnson, Miss Louisa Williams, Mrs. Eunice W. Ziegler, Miss Edith Troy, Mrs. Z. L. Malloy, Mrs. A. M. Bethea, Mrs. J. L. Bryant, Mrs. W. S. Sanders, Mrs. T. D. Ervin, Miss M. J. McKissick, Mrs. A. M. Oxley, Mrs. Annette Black, Miss M. C. Bell, Mr. I. H. Smith, Mrs. I. T. Smith, Mr. J. C. Melton, Mr. J. T. Speller, Mr. S. G. Littlejohn, Miss V. T. McDuffie, Mrs. M. S. Butler, Mrs. I. E. J. Pugh.

#### Scotland County Unit

##### Gibson Colored School (100%)

Mr. G. A. Page, Miss C. N. Tilley, Miss M. G. McCorkle, Miss C. L. Davidson, Miss A. V. Newton, Mr. R. C. McDonnell, Miss G. V. Currie, Miss H. L. King.

##### County Group

Miss Ennie M. Pridgeon, Mr. H. W. Robinson, Mr. C. E. McKoy.

### STANLY COUNTY

#### Stanly County Unit

##### Badin Colored School (100%)

Mr. J. Worthington Campbell, Mrs. L. W. Donaldson, Mrs. A. H. Taylor, Mrs. F. T. McNeil, Miss P. E. Barnhill, Mrs. P. P. Barringer, Mrs. G. R. Smith, Mrs. M. S. Jeffries, Mrs. G. E. Wall, Mr. J. Lincoln Brown, Mr. H. L. Price, Miss M. B. Plummer.

##### Kingville High School (100%)

Mr. E. E. Waddell, Mrs. E. E. Waddell, Mr. William Stanton, Miss Rosa A. Toatly, Miss Louise J. Falls, Miss Alice L. Goode, Mrs. Vivian Christian, Mrs. Annie F. Brooks, Mrs. Hazel P. Smith, Mrs. Ruba A. Williams.

##### Norwood High School (100%)

Mr. S. S. Carpenter, Mrs. F. M. Carpenter, Mr. A. W. Mitchell, Mrs. M. I. Mitchell, Mrs. Macie McGinnis, Miss Mildred Coleman, Miss J. E. Dubbins, Miss V. Richardson.

### STOKES COUNTY

#### Stokes County Unit

Miss Thelma F. Morehead, Mr. T. L. Williamson, Mrs. Sallie H. Joyce, Mrs. Kathleen J. McClary, Mrs. Cora L. Hairston, Mrs. Catherine B. Goolshy, Mrs. Crissie M. Tolliver, Mrs. Jennie Scales, Mrs. Daisy Hairston, Mrs. Gladys M. Henderson.

### SURRY COUNTY

#### County Unit

Mrs. Janie W. Thomas, Mr. Robert Caesar, Mr. F. M. Jones.

### TRANSYLVANIA COUNTY

#### Glade Creek School

Mrs. Gertie M. Hemphill.

### TYRELL COUNTY (100%)

#### Tyrell County Unit

Mrs. Viola Coston, Mrs. Blanche S. Bryant, Mrs. Stella Bryant, Mrs. Beatrice Winslow, Mrs. Helen Rowsom, Mrs. Blanche Grizwell, Mrs. Jessie Bush, Mrs. Julia Owens, Mrs. Vernon Turner, Mrs. Ampia Spruill, Mrs. Elnora McKeathan, Miss Pinkie Swain, Miss Lillia B. Jones, Miss Maria Bryant, Miss Myrtle Liverman, Mr. D. T. Spruill, Mrs. G. K. McKeathan, Mr. L. A. Kissier, Mrs. Jannie Owens, Mrs. Odessa O. Holley.

### UNION COUNTY

#### Union County Unit

Mrs. Parthenia C. Horne, Mrs. Pearl Chambers, Mrs. Mildred Chambers, Mr. Cromwell Chambers, Mrs. Mary W. Chambers, Miss Odessa Blount, Mrs. Blanche J. Blount, Miss Melvina Blount, Mrs. J. H. Little, Mrs. Elizabeth C. Leake, Mrs. Margaret C. Whitener, Mrs. Lutelle Asbury, Mrs. Alder C. Henry, Mrs. Luthenia B. Sims, Mrs. Julia B. Baker, Mrs. W. M. Lawson, Mrs. Helen C. Carelock, Miss Fannie W. Belton, Mrs. Bertha W. Blue, Miss Conaivis Perry, Mrs. Ellen Vivens Turner, Mrs. G. D. Baucum, Mr. D. A. Oglesby, Mrs. Desma Mann, Mrs. E. R. McManus, Mrs. Mamie T. Carr Conyers, Mrs. Annie B. Perry.

### VANCE COUNTY (100%)

#### Henderson City Schools

##### Central Graded School

Mr. E. D. Johnson, Mrs. L. A. Parham, Mrs. M. I. Stamper, Mrs. Mary L. Harris, Mrs. G. R. Darnsburg, Mrs. L. G. Jordan, Mrs. Ruth H. Hughes, Miss M. E. Burt, Miss V. O. Steele, Mrs. A. R. Bullock, Mrs. J. W. Yarborough, Mrs. M. J. Hight, Mrs. M. S. Williamson, Mrs. J. Y. Mims, Miss S. P. Eaton, Mrs. E. G. Eaton, Mrs. M. L. Poole, Mrs. G. L. Ward, Mrs. I. B. Hawkins, Miss Pearlina Brame, Mr. William Marable, Mrs. L. B. Yancey.

##### Henderson Institute

Mr. O. T. Robinson, Mrs. O. H. Davis, Mrs. J. E. Freeman, Mrs. M. J. Bryant, Miss B. Cartwright, Mrs. T. H. Glenn, Mr. C. V. Knight, Mr. W. H. Lewis, Mr. J. H. McDougle, Mrs. M. S. Bullock, Mr. M. S. Sanders, Mrs. R. M. Williams, Miss C. Eaton, Miss L. B. Taylor.

##### Graystone School

Miss Lucy A. Eaton, Mrs. M. Brame Henderson, Mrs. Katye C. Smart.

##### Nutbush Branch School

Mrs. Maggie C. Tucker, Mrs. Elizabeth Parham.

##### Kittrell College

Dr. E. F. G. Dent, Dr. L. H. Middleton, Prof. L. W. Thompson, Miss A. A. Thompson, Miss Agnes W. Greene, Rev. A. A. Burgins, Mrs. Geraldine Browne, Miss Dora Hawkins, Miss T. E. Ellis, Rev. W. H. Tynes.

##### Vance County Unit

Mrs. Elnora B. Brown, Mr. A. A. Lane, Mrs. O. J. Smith, Mrs. Ernestine Young Henderson, Mrs. Sarah F. Lewis, Mrs. Ethel L. Adams, Mr. W. E. Williams, Miss Mary E. Evans, Mrs. Annie G. Wyche, Miss Virginia D. Knight, Mrs. Virginia H. Green, Mrs. Mattie E. B. Gilliam, Mr. P. H. Lewis, Mrs. Ethel H. Clements, Mrs. Elizabeth B. Bullock, Miss Annie E. Barnes, Mrs. Elizabeth S. Bennis, Miss Ether M. Bullock, Mr. L. M. Hutton, Miss Alice M. Green, Mrs. Annie M. Henderson, Mrs. Lucy J. Perry, Mrs. Nell W. Barnes, Mrs. Mildred H. Bullock, Rev. R. D. Bullock, Jr., Mrs. Lenora W. Cheek, Mrs. A. M. Rivera, Mrs. Mary V. Bullock, Mrs. Elizabeth H. Bullock, Miss Mabel L. Pailin, Mrs. Mary E. Brown, Miss Anril Lewis, Mr. Allen S. Brown, Mrs. Maggie H. Turner, Mrs. Flossie K. Amos, Mr. James R. Barnes, Miss Mildred Martin, Mrs. Cassie A. Wright, Miss Vivian Stanley, Miss Queen E. Davis, Mr. C. C. Paschall, Mrs. Henrietta C. Hatton, Mrs. Mamie M. McGhee, Miss Lucy C. Thorpe, Mrs. Ruby M. Westbrook, Miss Louise McCargo, Mrs. Carrie H. Sewell, Miss Mildred Smith.

##### At Large

Mrs. Beatrice Winston Fields, Mrs. Myrlin Weeks.

### WAKE COUNTY

#### Raleigh City Schools (100%)

##### Washington High School

Mr. M. W. Akins, Miss M. B. Bugg, Mrs. E. L. Clark, Mrs. E. E. Toole, Miss M. E. Elliott, Miss M. V. Giles, Mrs. G. Harris, Miss J. Hicks, Mr. M. C. Hill, Mr. H. T. Johnson, Mrs. E. M. Kelly, Mrs. A. Levings-ton, Mr. J. C. Livingston, Mrs. V. Newell, Miss M. E. Ligon, Mrs. L. F. Perrin, Mrs. E. H. Perry, Mrs. S. V. Perry, Mr. R. H. Toole, Mrs. I. E. Washington, Mr. P. H. Williams, Miss E. M. Yeargin, Mr. James H. Baker, Mrs. G. P. Brown, Mrs. R. B. Cathcart, Miss H. B. Davis, Mrs. L. P. Eaton, Mrs. M. H. Jackson, Mrs. M. T. James, Miss M. L. Sployn, Miss S. R. Jordan, Miss D. L. Larkin, Mrs. F. P. Maye, Mrs. L. M. Maye, Miss N. H. Morgan, Mrs. Carrie M. Prather, Mrs. G. Y. Reid, Mrs. B. C. Pettiford, Mrs. K. Thomas, Mrs. M. Whitaker, Mrs. E. P. Wiley, Miss L. R. Williams, Miss P. L. Wortham, Mrs. Sadie P. Herndon, Mrs. Minnett B. G. Eaton, Mr. Albert T. Whitaker, Sr.

##### Crosby-Garfield School

Mr. M. D. Williams, Miss Louise Cooper, Mrs. M. E. Akins, Miss Minnie T. Brooks, Mrs. B. A. Butler, Miss E. C. Christmas, Mrs. M. A. Culler, Miss A. E. Dunston, Miss M. E. Elliott, Mrs. M. A. Flagg, Mrs. M. H. Gray, Mrs. M. A. Gorham, Miss G. M. Hayes, Mr. L. D. Haywood, Mrs. E. H. Hunt, Mrs. N. E. Lockhart, Mrs. A. H. Logan, Mrs. M. Roberts, Mrs. M. W. Watson, Mrs. G. S. Watts, Miss E. M. Whitaker, Mrs. A. T. Williams.

##### Lucille Hunter School

Mr. J. W. Eaton, Mrs. Lucille Bryant, Mrs. Eliza Davis, Mrs. Marion Easterling, Mrs. Nan P. Frazier, Mrs. Augusta H. Gray, Mrs. Ora Hardie, Mrs. Gila Harris, Mrs. Alice Jones, Miss Dorothy Lane, Mrs. Mozelle P. Lane, Mrs. Clinton B. Ligon, Mrs. Addie G. Logan, Miss Rachell McCauley, Mrs. Hattie T. Mitchell, Miss Mary Phillips, Mrs. Henri Stredwick, Mrs. Bessie Pettiford, Mrs. Celia J. Wortham, Mr. Arthur Williams.

##### Oberlin School

Miss Margaret Harris, Mrs. Lucille Campbell, Mrs. Catherine Turner, Mrs. Margaret Haywood, Miss Kathryn Young, Miss Mattie M. Kelly.

#### State School for the Blind and Deaf (100%)

Mr. M. H. Crockett, Miss Ernestine Ezzele, Mrs. M. H. Crockett, Mrs. Nellie B. Kyle, Miss Hennie Peele, Miss Mozelle Jones, Miss Edna Dobbins, Mrs. Mildred L. Charis, Mrs. Effie Whitaker, Mrs. Juanita F. Jennings, Mrs. Hattie Edmondson, Mrs. Mabel Sutton Williams, Mrs. W. S. Nesbitt, Mrs. Doris P. Blackmon, Mrs. Maude Bass, Mrs. Leola Grant Hayes, Miss Augusta O. Harris, Miss Thelma Kearns, Miss Fredell Penny, Miss Helena Tillery, Miss Hazel Jennings, Miss Edith McClain, Miss Kathleen Hill, Mr. Oliver Davis.

##### Shaw University

Dr. R. P. Daniel, Mr. N. A. Pitts, Mrs. Thelma Hodge Anders, Rev. G. E. Cheek, Mrs. E. B. Coffield, Miss L. L. Coppage, Rev. S. F. Daly, Mr. C. R. Eason, Miss Carrie M. Gartrell, Dr. N. H. Harris, Mr. Herschel Irons, Mrs. B. Yancey Jervay, Mr. C. A. Jones, Miss Mildred Jordan, Miss Beatrice Martin, Dean F. P. Payne, Mr. H. C. Perrin, Mr. Howard K. Wilson, Miss D. V. Pinder, Mrs. Eva F. Ray, Dean W. R. Strassner, Miss Madelyn Watson.

##### St. Augustine's College

Prof. C. D. Halliburton, Prof. W. M. Perry, Mr. F. J. Carnegie, Mr. James A. Livas, Jr.

##### Wake County Unit

##### Apex Elementary School (100%)

Mr. P. A. Williams, Mrs. Ethel P. Beasley, Mrs. S. H. Brown, Miss Mamie Evans, Mrs. Nellie F. Harris, Miss Ethel Johnson, Mrs. Eula I. Long, Mrs. Mable M. Matthews, Mrs. Estelle McDonald, Mrs. Louise Cain Webb, Mrs. Alma A. Williams, Mrs. Elizabeth H. Williams, Mrs. Bessie O. Blue, Mr. William Thomas Wilson, Mrs. Robert Harrington Williams, Mrs. Cassie E. Spence.

##### Berry O'Kelly School (100%)

Mr. E. A. Johnson, Mr. W. D. Moore, Mrs. V. C. Moore, Miss M. M. Campbell, Mrs. Marie S. Lane, Miss D. V. Morris, Miss B. C. Sampson, Miss L. C. McFadden, Miss A. B. Reide, Mrs. M. E. Evans, Miss E. M. Ligon, Mrs. E. B. Lytle, Mr. B. F. Garrett.

**Eagle Rock School**

Mrs. Maggie L. Hall.

**Fuquay Springs High School (100%)**

Mr. J. S. Davis, Mrs. B. A. Coleman, Mrs. J. L. Daly, Mrs. V. H. Speed, Mrs. M. H. Davis, Mrs. P. T. Atwater, Mr. L. M. Burton, Miss M. Burt, Mrs. H. E. Gill, Mrs. C. H. Winters, Mrs. C. B. Justice, Mr. J. C. Atwater, Miss M. L. Turner, Mrs. L. Watts, Mr. J. E. Speed, Mrs. S. R. Speed, Mrs. M. Slocum.

**Garner Negro High School (100%)**

Prof. C. H. Marriott, Mrs. Bessie W. Moore, Miss Anita L. Stewart, Miss Iris B. Lane, Mrs. Lottie H. Rollins, Mrs. L. N. McClain, Miss Geneva M. Stroud, Miss Elizabeth M. Jordan, Mrs. Ernestine H. Wright, Mrs. Beulah Robinson, Mrs. K. M. Haywood, Mr. E. L. Sanders, Miss Tressie McCrimmon.

**James E. Shepard School (100%)**

Mr. G. L. Crews, Mrs. I. J. Vinson, Miss D. C. Rutledge, Miss M. B. Stanley, Miss A. M. Wharton, Miss W. A. Williams, Mrs. V. M. Blount, Mrs. F. B. Taylor, Mrs. R. H. Malone, Mrs. C. E. Quick, Mrs. M. E. Barnes, Mr. E. B. Barnes, Mr. C. A. Donald, Mr. J. T. Locke, Mrs. B. W. Burge, Mrs. M. S. Wilcox, Mr. C. P. Farrar.

**Lockhart School (100%)**

Mrs. Odessa Roberts, Mr. Maxter Allen, Mrs. Rosa Birdsall, Mrs. Mattie Dunn, Mrs. D. P. Goodson, Mrs. Cora Henry, Mrs. Lillian Haywood, Mrs. Aizer Keraney, Mrs. Mabel Moore, Mrs. Mary B. Sapp, Mrs. Thelma Thomas, Mrs. Irma Tyson, Mrs. Addie Hinton.

**Dubois High School (100%)**

Mr. L. R. Best, Miss M. L. Bland, Miss V. O. Windley, Miss E. J. Stroud, Miss E. C. Granes, Mrs. S. B. Alston, Miss L. M. Blair, Miss W. Crier, Miss A. M. Smith, Mrs. G. D. Banks, Mrs. D. A. Best, Mrs. L. S. Murray, Mrs. S. M. Green, Mrs. T. D. Hargrove, Miss A. M. Ruffin, Mrs. J. Williams, Mrs. B. M. Taylor, Mr. J. LeCompte, Mr. T. J. Culler.

**Sandy Fork School (100%)**

Mr. James A. Watkins, Mrs. V. L. Bunch, Mrs. V. G. Gill, Miss C. D. Perry.

**Wendell School**

Mrs. A. T. Harris, Miss M. A. Shepard, Mrs. A. L. Harrison.

**White Oak School (100%)**

Mrs. Christine C. Locke, Mrs. L. B. Foster, Miss G. R. Richardson.

**At Large**

Mr. W. L. Greene, Mr. Cyrus Johnson, Miss Maud J. Yancey, Mr. S. E. Duncan, Miss Marie McIver, Mr. George Newell.

**WARREN COUNTY****John R. Hawkins High School (100%)**

Mr. J. Estes Byers, Mr. David Napoleon Henderson, Miss Luna Plummer Davis, Mr. Samuel Nathaniel Merritt, Miss Martha Vermella Owens, Mr. John Andrew Barbee, Mr. Oswald Barnette Tukes, Miss Helena Munn Dunham, Mr. Lindorf Blakely, Miss Ruth A. Matherson, Mrs. Lavine E. McGrier, Miss Charlotte W. Gunn, Mrs. Cora Harris Hawkins, Miss Bessie Mae Joyner, Miss Clara Lee James, Miss Carolyn Virginia Woodard, Miss Bettie Marie Newsome, Mrs. Ura High Fowler, Miss Annie Vasti Jordan, Mr. John Bradshaw Wilson, Mrs. Floreiss A. Dunston, Mrs. Annie O. Alston, Miss Celestine Person Falkener, Miss Florence Eugenia Avent, Mrs. Louise H. Haywood, Miss Dean Elizabeth Tyson, Mrs. Violet M. Henderson, Miss Mary Elizabeth Pridgen, Mrs. Lula Ingram Holt, Mr. Henry Green Rose, Mr. Walter W. Harris.

**Warren County Training School (100%)**

Mr. George H. Washington, Mrs. Izera Jones Bagley, Mr. Hugh A. Johnson, Mr. Solomon J. Bonner, Miss Elizabeth A. Sapp, Mrs. Susie A. Love, Mrs. Catherine J. Smith, Mrs. Annie P. Mangum, Mrs. Beatrice R. Jones, Mrs. M. H. Davis, Mrs. Jackson F. Wheeler, Mrs. H. K. Bonner, Mr. J. L. Bolden, Miss Alma R. Cannady, Mrs. Bertha W. Honor, Mrs. Betty Alston Ingram, Mrs. Mollie J. Washington, Mr. John Coleridge Honor, Miss Allene Vilma Waffe, Mrs. Annie Teele Jones, Miss Martha Pocahontas Jones, Mrs. Esther Cheek Bolden, Miss Grace E. Groves.

**Warren County Unit**

Mr. Richmond W. Davis, Mr. C. L. Faison, Miss Janie Adams, Mrs. L. B. Alexander, Mrs. F. W. Alston, Mrs. Mary L. Arrington, Mrs. E. C. Branch, Mr. Jerome Branch, Mrs. E. M. Brown, Miss Essie M. Burchette, Miss Lee Burchette, Mrs. Ogletree Carroll, Miss Virgie Cheek, Mrs. Mabel J. Davis, Miss Rosa L. Davis, Miss Ruby E. Davis, Miss Marie Pitts, Rev. J. T. Gibson, Mrs. Edna M. Harris, Miss Mildred Harris, Mr. Otis Hawkins, Mrs. M. E. Henderson, Mrs. M. D. Hodges, Mrs. Clara N. Hunt, Miss V. I. Ingram, Miss B. H. Jenkins, Miss B. E. Johnson, Mrs. Pollie A. Jones, Miss D. A. Judkins, Miss Ella M. Kearney, Miss H. J. Kearney, Miss G. C. Laws, Miss Millie Long, Mrs. Hattie Mason, Mrs. Cornelia McGrier, Rev. J. E. McGrier, Mrs. Louise Myrick, Miss M. E. Pattillo, Mrs. B. L. Plummer, Miss F. M. Plummer, Mr. Thomas Pettway, Mrs. M. H. Ramey, Miss Mary M. Rice, Mrs. L. A. Richardson, Mrs. Marjorie W. Ross, Mrs. Carrie B. Rosser, Mrs. Sallie J. Sledge, Mrs. Virginia T. Smith, Miss Bettie Solomon, Mrs. E. L. Streeter, Miss Cora L. Teal, Mrs. Marie H. Thomas, Mrs. Gracie B. Turner, Mrs. P. G. Tyson, Miss G. M. Tyson, Miss Naomi Walker, Miss Ruth Warwick, Miss Ophelia Watson, Mrs. C. J. Williams, Mrs. Hattie Williams, Mrs. M. D. Williams, Mr. Theodore Williams, Miss Edith N. Wright, Miss Eleanor Wright, Miss L. M. Wortham, Mrs. Arelia Greene, Mrs. Lula J. Sailman, Miss Louise V. Graves, Mrs. Lula R. Davis, Mrs. Ada S. Johnson, Mr. Matthew A. Johnson, Mrs. Cora T. Harris, Miss Lucy M. Ramsey, Mrs. Rosa I. Paschall, Miss Emily I. Baker, Mrs. Irene P. Alexander.

**WASHINGTON COUNTY****Plymouth District Schools (100%)****Plymouth High School**

Mr. Alonzo R. Lord, Miss Eleanor M. Murchison, Mr. Fred A. Reid, Mr. Charles V. Bell, Miss Helen A. Whitfield, Miss Vonbeulah Spruill, Miss Henrietta M. Montague, Mrs. Gladys W. Whichard, Miss Mettarene V. McLean, Mrs. Lula B. Lloyd, Mrs. Abbie B. Johnson, Miss Sophia E. Spruill, Miss Julia A. Girswell, Mrs. Frances S. Lindsey, Mrs. Mae M. Lord, Mrs. Reunice A. Walker.

**Brooks School**

Mrs. Margaret H. Berry, Mrs. Doris J. Simmons.

**Deep Bottom School**

Mr. John H. Battle, Mrs. Edith H. Battle.

**Morattock School**

Mrs. Emma D. Walker, Miss Rosetta Honablew.

**Creswell District Schools (100%)**

Mr. P. W. Littlejohn, Mrs. Dorothy J. Rollins, Miss Mariah E. Baum, Mrs. Theressa H. Arnold, Miss Doris V. Halsey, Mrs. Rosa L. Brickhouse.

**Roper District Schools (100%)**

Mrs. Maggie B. Riddick, Mr. Melton W. Bryant, Mrs. Azzelia F. Norman, Miss Ethel Mae Halsey, Mrs. Matilda S. Jordan, Miss Helen H. Hawkins, Mrs. Samuel H. Wynn, Mrs. Elizabeth W. Wilkins, Mrs. Estelle C. Frazier, Mrs. Erma C. Wilkins, Mrs. Daisy S. Williams, Miss Anna R. Honablew, Mr. Jasper R. Thomas, Mr. E. V. Wilkins, Mrs. M. F. Jackson, Miss T. L. Brickhouse, Mr. George M. Smith, Miss Cora R. Honablew.

**WAYNE COUNTY****Goldsboro City Schools (100%)****Dillard High School**

Mr. Hugh V. Brown, Mrs. Lela P. Alexander, Mr. Charles I. Bland, Miss Josie M. Boney, Mrs. Alice H. Brown, Miss Arabia Bunn, Miss Virginia L. Faison, Miss Rosa Gray, Mr. James E. Green, Mrs. Dorothy W. Hardy, Miss Charity E. Hatcher, Mr. Edward House, Mrs. Minnie K. Jackson, Mr. Henry W. B. Johnson, Mrs. Thelma I. Johnson, Mr. Joseph W. Leonard, Miss Doris T. Littlejohn, Mr. Herman B. Lucas, Mrs. Pauline T. Mattison, Mr. Marcellus C. Miller, Mrs. Alma W. Minnis, Miss Channie A. Morgan, Mrs. Arlena Parks, Miss Arlena J. Riggsbee, Miss Eliza O. Smith, Mr. James B. Tyler.

**East End School**

Mr. Walter A. Foster, Mrs. Theresa S. Bland, Mrs. Zelma W. Borah, Mrs. Geneva Council, Miss Ruth Ferdinand, Mrs. Pearl I. Foster, Mrs. Lillie B. Frederick, Mrs. Susan B. Frederick, Mrs. Mary L. Gavin, Mrs.

Margaret B. Johnson, Mrs. Cleopatra House, Miss Wilma L. Jones, Mrs. Valeria E. Morgan, Mrs. Louvenia Williams.

**Greenleaf School**

Mrs. Nannie J. Frederick, Mrs. Dorothy A. Barnes, Miss Catherine W. Bond, Mrs. Pauline G. Carey, Miss T. Maxine Coley, Mrs. Ruth C. Everette, Miss Susie M. Faucette, Mrs. Laura J. Foster, Mrs. Esther Guess, Miss Susie Guess, Mrs. Valnolia G. Scott, Mrs. Golda M. Smith.

**School Street School**

Mr. Richard C. Christian, Miss Rosa L. Atmore, Mrs. Cherry F. Artis, Miss Mary Heloise Coley, Miss Geraldine Gavin, Miss Sadie B. Grantham, Mrs. Alice S. Hogans, Mrs. Hattie B. Hogan, Mrs. Sallie Y. Holt, Miss Sallie Sasser, Mrs. Alicia W. Stitt, Mrs. Ernestine Wooten, Miss Ida E. Worrells, Mrs. Katie S. Zachary.

**Fremont City Schools (100%)****Fremont Colored High School**

Mr. C. M. Carraway, Miss Mayme Pate, Mrs. Ruth Ward, Mrs. Lillian L. Cherry, Miss Christine Hagans, Miss Annie M. Haskin, Miss Esther M. Mewborn, Mrs. El-nora Murphy, Miss Lu Pearl Sears, Mrs. Lisbeth E. Edwards, Mr. Robert Trice Young, Mr. W. E. Parker, Miss Myrtle L. Forney.

**Wayne County Unit (100%)**

Mr. W. M. Reinhardt, Mr. Greenville Harris, Miss M. L. Williams, Mrs. Yvonne Y. Cole, Miss Janie L. Shipman, Miss Ruth R. Mitchell, Miss B. E. Hines, Miss M. Pearl Smith, Mrs. T. A. Branch, Mr. F. Larkin, Miss V. F. Foster, Mrs. M. B. Smith, Mrs. Laura C. Smith, Mrs. Alma Glenn, Mr. C. E. Thompson, Mrs. Gertrude Forbes, Mrs. Annie W. McKinnie, Mrs. Delores T. Coley, Miss Nina I. Holt, Mr. R. H. Cherry, Mr. Solomon Elliott, Mrs. R. P. Edwards, Mrs. E. C. Sherard, Miss E. P. Martin, Mrs. J. E. L. Nettle, Miss T. P. Middleton, Mrs. J. E. Underwood, Mrs. L. W. Murry, Mrs. Eloise Larkin, Mrs. M. C. J. Raynor, Mr. Leroy E. Borden, Mrs. N. H. Durham, Miss A. E. Dublin, Miss Callie Barnes, Mr. H. R. McKethan, Mr. M. A. Morgan, Mrs. Eloise Pate, Miss Josephine Smith, Mr. T. W. Johnson, Mr. J. H. Carney, Mrs. L. P. Manley, Mrs. C. E. Holloman, Mrs. P. A. Martin-Maye, Mrs. H. U. Harris, Mrs. I. B. E. Aldridge, Miss M. L. Greenfield, Miss M. A. Johnson, Mr. R. C. Simmons, Miss R. E. Martin, Mrs. F. E. McLamb, Mrs. A. B. Ward, Miss F. G. Sykes, Mrs. M. H. Brown, Mrs. Dorothy Simmons, Mr. C. H. McLendon, Mrs. J. C. McLendon, Mr. W. H. Monroe, Mrs. B. A. Simmons, Miss Q. E. Moore, Mr. E. A. Simmons, Miss D. M. Parrish, Mrs. L. W. Carter, Mrs. N. G. Washington, Mr. O. Uzzell, Miss P. L. Durham, Mrs. P. W. Connor, Miss W. J. Sampson, Miss P. L. Smith, Mrs. J. W. Monroe, Mrs. E. D. Givens, Mrs. V. L. Hines, Miss V. M. Corpening, Miss W. L. Sampson, Mrs. C. D. Brock, Mrs. E. A. McDaniels, Mrs. M. M. Kornegay, Miss S. B. Carnegie, Mrs. M. C. Joyner, Miss C. Armwood, Mrs. T. M. Cronmartie, Mrs. M. L. Greene, Miss M. L. Jackson, Mr. E. A. Brown, Mrs. R. A. Cole, Miss Ruth Dixon, Miss B. S. Borden, Mrs. E. A. Thornton.

**WILKES COUNTY****Wilkes County Unit****Lincoln Heights High School (100%)**

Mr. J. R. Edelin, Mrs. W. S. Alexander, Mrs. L. H. Anderson, Mrs. R. S. Barden, Mr. Avery L. Barber, Miss Florence H. Blackburn, Mrs. D. M. Edelin, Miss Marian M. Friende, Mrs. V. S. Hairston, Miss Ruby H. Hunt, Mrs. L. G. Jones, Miss Inez E. Oliver, Mrs. L. D. Thompson.

**North Wilkesboro Colored School**

Mr. Samuel O. Jones.

**WILSON COUNTY****Wilson City Schools****Charles H. Darden High School (100%)**

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#### **YADKIN COUNTY**

Mr. C. G. Campbell.

## **Our Class Studies Cereals With The Rat Experiment**

(Continued from page 1)

and had other characteristics of a healthy rat, such as clean, smooth, glossy fur, bright eyes and pink ears, tail and feet.

### **Outcome**

1. Children learned to make and keep accurate records.

2. Class had a broadened view of the resources of their own country.

3. By actually watching daily the effect of different foods on animals the children were made more conscious of the facts of growth and development.

4. Children were given many opportunities of expressing themselves orally to visitors from the city and within the school.

5. The class learned the value of making the right selection of foods; some of the best foods being very inexpensive.

6. Children learned through the daily care of rats the value of cleanliness to good health.

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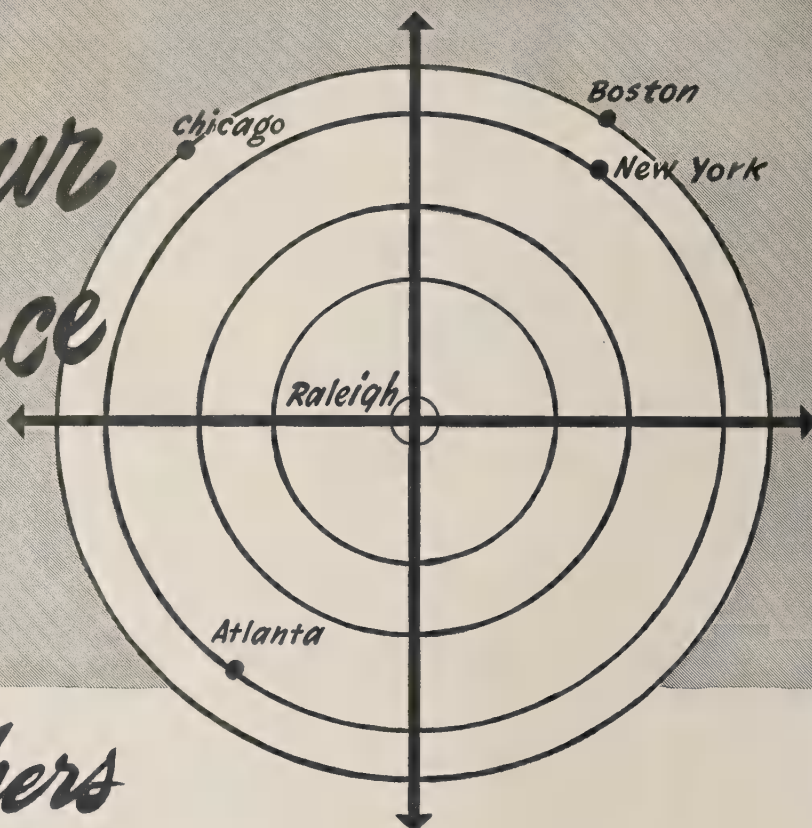
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**WILLISTON'S POPULAR GLEE CLUB**

See article on page 4

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# Some Values of Guidance In the Secondary School Program

By A. E. MANLEY AND J. S. HIMES, JR., *N. C. College, Durham, N. C.*

It is possible to describe the changes in public school philosophy, from one point of view, at least, in terms of the increasing attention being devoted to guidance and child development. This fact is evident not only in the swelling volume of literature in the field of education of which guidance is the subject; but it is also manifest in the increasing tendency to incorporate guidance programs and activities into the curricula of secondary schools. It is assumed that such programs enhance the effectiveness of the school services and contribute to the adjustment and success of the pupils. Such assumptions are not always documented by factual proof. Although the evidence would seem to justify such conclusions in general. Factual studies, from time to time, tend to suggest new emphases or new directions that such programs should take.

The study which constitutes the bases of this report was undertaken primarily to see how closely practice correlates with opinion in this field. We were interested to know whether or not Negro secondary schools of the southeastern region had yet been caught up in the ground-swell of mounting interest in guidance. The investigation set out to answer tentatively, at least, such questions as follows:

What is the present status of guidance programs and services in the Negro schools in those states where separate schools for Negroes are required by law?

Does experience, though limited or fragmentary, confirm or contradict the judgment that guidance is a valuable addition to the total services of the secondary school?

What specific problems and difficulties loom largest in carrying out effective programs of guidance and child development in these schools?

The study was based on reports from a total of 86 secondary schools

located in 10 of the southeastern states. As shown in the accompanying table, 37, or 43.2 per cent of these schools are situated in North Carolina, while 49, or 56.8 per cent, are located in the nine other states. Georgia is the only state from which no reply was received. Of the total number of schools covered in the study, 54, or 62.8 per cent, are urban and 32, or 37.2 per cent,

are rural. Further examination of the table will show that the schools outside of North Carolina included in the study are predominantly urban. This is contrary to the reports secured from schools within the state of North Carolina. By the same token, it will be observed that the out-of-state schools tend to have larger faculties than the North Carolina schools.

**NUMBER OF SCHOOLS IN AND OUTSIDE NORTH CAROLINA BY SIZE OF FACULTY AND BY URBAN-RURAL LOCATION**

| Size of Faculty    | LOCATION |              |          |              |          |              |
|--------------------|----------|--------------|----------|--------------|----------|--------------|
|                    | Total    |              | Urban    |              | Rural    |              |
|                    | In-State | Out-of-State | In-State | Out-of-State | In-State | Out-of-State |
| Total.....         | 37       | 49           | 16       | 38           | 21       | 11           |
| Under 6 .....      | 6        | 4            | 1        | 1            | 5        | 3            |
| 6 through 9 .....  | 13       | 10           | 4        | 8            | 9        | 2            |
| 10 through 14..... | 9        | 8            | 5        | 3            | 4        | 5            |
| 15 through 19..... | 3        | 7            | 1        | 7            | 2        | 0            |
| 20 through 29..... | 6        | 11           | 5        | 10           | 1        | 1            |
| 30 and over.....   | 0        | 8            | 0        | 8            | 0        | 0            |
| Not Reported ..... | 0        | 1            | 0        | 1            | 0        | 0            |

## GUIDANCE CONSIDERED IMPORTANT

One major value in reference to guidance and child development revealed by the study was the importance that such programs hold in the opinions of the 86 school officials. These favorable attitudes represent a backlog of interest and support upon which effective programs may be developed. They also indicate that while the schools may not have proceeded as far in practice as we should like, indifference or reluctance on the part of school officials is not a major handicap.

The officials expressed their judgment regarding the validity and importance of the following series of statements frequently made about guidance and child development:

1. The guidance role of the teacher is not clear.

2. It is desirable to delegate guidance to the homeroom teacher.
3. The home, child, and school relationship is often lacking.
4. Behavior problems have a bad effect on classroom instruction.
5. Participation of all teachers in guidance is desirable.
6. Child guidance is becoming increasingly important.
7. Guidance may be effected through child understanding and the curriculum.
8. Improvement of guidance and teacher's services is important.
9. Study of child development is useful to teachers.
10. Schools are unable to hire specialists.
11. Guidance is improved through the exchange of experiences.
12. Available research is little used.

(Continued on page 2)

# EVENING—A Health Story

By MRS. ROSE LEARY LOVE, *Biddleville School, Charlotte*

The children reached home just in time to hear the big bell in the dining room tell them that dinner was served.

"Who's ready for dinner?" cried curly-haired Tom. He was the first to reach the front porch.

"We all are," answered the others who were following close behind him.

The walk in the fresh air had made them hungry. Quickly they washed their hands and hurried to the dining-room to get their dinner. Around the long table the children quietly took their places while the Good Fairy sat at the head of it to serve them.

What a good dinner they had! The table was filled with vegetables, milk, bread and many other things from the farm, that would make boys and girls healthy and strong.

When Sammie looked on the table the first thing that he saw was a lovely blue bowl filled with spinach. He usually said, "Ugh! Old nasty spinach." when he saw it on the table at home, but somehow in this beautiful land the children had made him quite forget that he would never eat any of it for his mother. He took a large helping as did all the boys and girls. When he had finished eating he said, "I didn't know spinach was half so good. I hope Mother will remember to have some for dinner when I get back home."

The Fairy smiled when he said this. She said, "Nothing will be better for you, Sammie. Spinach is one of the best vegetables that I know of to make children healthy. That is why we eat it so often in 'The Land of Happiness.'"

While the children were eating their dinner they talked about their wonderful trip to the farm.

"What did you like best, Sammie?" asked Tom. "Your ride on Old Dan's back or hearing the Magic Spring talk?"

"I don't know," said Sammie. I had so many nice surprises. I only hope that I will remember everything so that I can tell my play-

mates about them when I get home."

Soon they had finished their dinner and went out to rest a while on the velvety grass that covered the big yard. Tom took Sammie's hand and together they sat under an orange tree. At first Sammie was a bit sleepy but what little boy could stay sleepy long with big juicy oranges hanging over his head. He just couldn't keep his eyes off the pretty golden balls. As far as he could see were rows and rows of many kinds of fruit trees. In their branches, bright colored birds were flying to and fro.

"This is quite the prettiest place in the world I think," he whispered in Tom's ear. "I think so, too," said Tom.

In a few minutes the Good Fairy came out to join her happy children. With loud peals of laughter they gathered around her to hear the interesting stories that she always told them. Sammie dearly loved to hear stories and it seemed to him as if she could tell the nicest ones that he had ever heard. The children sat very still and listened to every word that she said.

After a while she asked them if they would like to play a new game. "Oh, please teach it to us," said little Sallie. The Fairy Mother showed them how to play a game that only fairies know. Then she asked Sammie if he would teach the children one of his. Without another word, Sammie began to show them how to play The Mulberry Bush and Bean Bag. They played a long time but the children were so happy that the hours flew by like minutes to them.

Soon the Good Fairy called, "Eight-o'clock, and time to go to bed."

The tired, but happy boys and girls told each other goodnight and went up to their rooms with smiles on their faces.

Sammie was smiling too. He had forgot that he had ever grumbled when he was told to go to bed.

Sammie never has been able to tell just what happened to him

during the night. But he thinks that he remembers hearing the Good Fairy whisper in his ear, "I am going to take you home tonight, little boy."

When he opened his eyes in the morning, he found that he was in his own bed and his Mother was saying, "Get up, Sammie. Remember, this is a school-day."

"Yes, Mother," answered Sammie. Quickly he jumped out of bed, turned back his bed-covers, hung up his night-clothes and began to dress. He scrubbed his teeth until they shone like pearls, combed his hair and washed his face, neck, and ears and arms without being told a word. Not one thing did he forget to do.

When his mother called him to breakfast, she said, "How unusually nice you look this morning. I know your teacher will be proud of you today. And sure enough, his teacher was very proud of him when he went to school, for he was the neatest, cleanest boy in her room. Now, he keeps his health rules every day and does just the things that he learned in 'The Land Of Happiness.'" Sammie hopes that some day The Good Health Fairy will let him visit her children again and somehow, I think she will, for his trip taught him how to be healthy, happy and strong.

## Some Values Of Guidance

(Continued from page 1)

Total responses to the questionnaire indicate considerable agreement with the statements. Of a total of 1,028 expressed opinions, 703 or 68.2 per cent, considered the 12 statements above as being very important to effective programs of guidance. Only in the cases of items 4 and 10 did fewer than half the school officials report the statements as being *very important*.

The expressed opinions of the 86 school officials represent overwhelming agreement on the importance of guidance programs and

leadership to effective secondary school work. However, the officials report the judgment that the need is particularly for personnel armed with the specific skills of guidance and supplied with adequate materials. Furthermore, the officials are in agreement in their opinion that effective functioning of the programs calls also for leadership competent to achieve organization of total school faculty into the program and to establish functional relationships between child, school, and community.

### Specific Values of Guidance

In reference to guidance programs in operation at the time of the study, the officials listed a number of observed values. Of the 86 schools covered, only 6 reported no answer at this point. This is no indication that some form of guidance did not go on in these schools. It means, simply, that the person filling in the questionnaire neglected to answer the question regarding values and benefits of the program.

One part of the program most frequently listed as valuable was the benefits derived by pupils. Reduction of failures, improvement of attendance, better classwork, improved conduct and manners are among pupil benefits most frequently reported.

A few respondents, however, cited other benefits to the school and community which flowed from the guidance programs; one pointed out that student's responses to the program led to improvement of school curriculum which in turn benefited the pupils. Another stated that professional competence of teachers was enhanced by participation in the guidance program, and to this advantage several added improved teacher-pupil relations. Still a further benefit mentioned was improved school-community relationships.

A final aspect of the guidance program stressed by some respondents as most important is student participation in school activities.

Students benefit by developing traits of leadership, reliability, and a sense of responsibility.

Two of the respondents stated specifically that they regard the willingness and desire of teachers for further training in guidance as the most beneficial part of the program. For example, one wrote:

Though the plan of procedure is only in its initial stage, the interest and willingness of the faculty to devote ample time to learning more about guidance, is to me very encouraging.

Frequently mentioned as the most satisfactory part of the program is the homeroom type of organization supervised by the homeroom teacher. Evidently numerous variations of the basic homeroom pattern are employed and the informants stress one or another aspect as being most beneficial. It appears in some instances that the homeroom teacher works in cooperation with a guidance committee and in a few instances she seems to have the assistance of one teacher who devotes part time to counseling. It is noteworthy that only one school reported homeroom teachers with special training in psychology, however, a number of other homeroom teachers have had one or more courses in guidance.

A number of the schools reported technical operations as most desirable parts of the programs. Most frequently cited in this connection was record keeping. Records seem to be used principally for diagnostic purposes, both in evaluating the progress of pupils still in school and success of pupils who have graduated or quit school.

Another device cited as satisfactory is counseling with pupils. Counseling seems to be conducted both individually and in groups. The respondents suggest that teachers with more experience and training seem to have better success with the counseling procedure.

Only two of the schools reporting cited testing as the most satisfactory part of their programs. The statement of one of these respondents is very significant.

... Tests are used by teachers to determine the interests of students. Teachers also use the results of tests as a basis for teaching.

It was gratifying to note that of the 86 schools returning the questionnaires, counseling, record keeping, and testing were stressed in some instances as the most important parts of guidance programs. However, the replies left a clear impression that in most instances full and effective use was not being made of these basic tools of guidance. This may point to a general deficiency among most of the school faculties in the skills and procedures requisite for proper use of these guidance tools.

A large number of the schools considered vocational guidance as the best part of their program. This, doubtless, evinces recognition of the fact that many of the pupils must go directly from graduation to employment. However, the range of guidance activities and services listed seems ill-calculated to aid greatly in making satisfactory vocational adjustments. It is, perhaps, no exaggeration to assert that if pupils are to receive more than a superficial introduction to vocational opportunities and limitations, teachers must be equipped with wider knowledge and greater skills of guidance.

If these data are representative of guidance in Negro secondary schools of the southeastern states, we may conclude that fragmentary as such programs appear to be, they are nevertheless paying positive social dividends. This is all the more striking, when we remember the complex social setting of the Negro secondary school and the difficult task of personal adjustment it is expected to accomplish with pupils. It would, therefore, seem that the guidance program offers a flexible device for bringing classroom experience into more realistic contact with the practical work-a-day world, which most pupils must enter after graduation. Expansion and enrichment of the guidance service would, therefore, appear to be one answer to the vexing problems of the Negro secondary school.

# Motivation for Citizenship Teaching

By O. UZZELL, Carver High School, Mt. Olive, N. C.

Much has been said about the advancement natural science has made over that of social science. The social lag, so often the paramount issue of discussion, is apparently the result of the lack of some power or force to harness the social forces around a rallying point and thus weave some new design which will change the course of humanity.

As classroom teachers we must realize that certain positive and definite steps can be taken which will be instrumental in shaping and molding the lives of the boys and girls, who come to us each day, along the lines of *genuine citizenship*.

The value of citizenship cannot be stressed too much. The ideals of loving one's fellowman, waiting and taking turns, assuming responsibilities, denouncing greed, helping others, and abiding by conventional and natural laws are excellent basis of thinking, feeling, and acting which can be developed by the little "Johnnies" and "Janes."

If the little "Johnnies" are told that winning the coming basketball game is secondary to a chance for physical, social and mental development, the opposing team is less likely to find the air let out of its automobile tires or cut into shreds, should it win.

The little "Janes" can be shown

that red apples and beautiful flowers are not the mediums by which good grades and success are obtained; instead, hard work and fair play are the stepping stones by which success is obtained.

Teachers too, by all means, should be concrete examples of good citizens.

If recognition of the dignity of all honest work, love and respect of others, willingness to assume responsibilities and helpfulness to others are gotten over to all the pupils everywhere, there will be less greed and selfishness found dominating the world.

Yes, citizenship is the key word, stress it, teach it, cherish it and *Live It*.

## An Effective Glee Club Combines Several Groups

By F. J. ROGERS, Prin. Williston H. S., Wilmington, N. C.

The Glee Club of Williston Industrial School, Wilmington, N. C., one of the fastest growing musical aggregations in the State is known nation wide through its varied activities. The several groups which make up this organization, a choral club, men's glee club, girls' quintette and numerous soloists, total 90 voices. The repertoire of the group ranges from operatic selections to the popular vein, with a varied and wide range of spirituals.

The group was first acclaimed locally when it began to appear before the Kiwanis, Rotary and Lions Clubs. As its popularity grew, the choral club replaced a church choir in the city once a month and became an important instrument in carrying out the already established program of better school-community relations in the city.

During the spring of 1946, the

choral club made its first tour, which has since become annual, making brief stops on North Carolina college campuses, and presented its first out of state concert at Bluefield State Teachers College, Bluefield, W. Va., followed by a second concert at Morristown College in Morristown, Tennessee. The press in both cities was liberal in its praise of the group and its young conductor, James Thompson, Jr.

Early in 1947, radio station WGNI, a mutual affiliate began operation in Wilmington and an audition for this station proved so popular that the group became a regular Sunday feature, broadcasting semi-monthly. This program is to be continued through the school year 1947-48.

Public appearances are so numerous locally that only a few can be mentioned. The entire group of 90 voices was featured several

nights at the Hilton Park Christmas Tree, an event of great popularity throughout North Carolina. They have sung at the Base Hospital, Camp Lejeune, N. C., U.S.O. Clubs in Jacksonville and New Bern and most of the civic clubs in southeastern North Carolina. They appeared on the summer lyceum programs at Fayetteville State Teachers College, Winston-Salem Teachers College and A. and T. College this year.

Their tour last spring took them through Virginia, District of Columbia and New York. They stopped briefly at Maggie Walker High School, where the student body received them with high acclaim. First A.M.E.Z. Church, Brooklyn, New York, presented them in concert. This is one of the largest churches in that borough and it was filled. Following the concert the group was invited to return

(Continued on page 5)

# Starting a Class In Brickmasonry

By JULIUS FREEMAN, *Trowel Trade Instructor, Darden H. S., Wilson*

The place to begin masonry construction is at the bottom, so that is where we begin our lessons. We make excursions into our surrounding territory until we find a house high enough off the ground so we can move about with ease underneath it. We then secure permission to use it for study. The students here discover pillars of different shapes, sizes and heights. The class is very informal. All are encouraged to make full observations and to answer each other's questions as far as they are able. If any point is missed their attention is called to it and they are given a chance to discover its importance. I am often amazed at their keen observations and their searching questions. If we are lucky enough to find a house foundation in process of construction we are very fortunate. Some student usually knows the location of such a house and he is appointed guide. Before we visit this location the students are warned not to get in the way or ask questions without my consent. We are very careful not to offend. I have found the workmen always willing to cooperate but they do not like to be asked questions they can't answer. The students are advised to take notes so that we can have a full discussion when we return to our classroom. After a few trips the students are keen to begin their practice work. Each one is given a worksheet of ten pillars and two rules for their construction. The sheet has one square pillar, three straight pillars, and three corner and three Ts. All have different sizes and the number of setoffs is different for each. The first rule tells how to determine the size of a pillar foundation and is expressed thus: for each setoff add  $\frac{1}{2}$  brick to the neat size. We apply this rule by what we call our W and L method. W=width and L=length. To find the foundation size for a pillar 1 brick by 3 bricks with three setoffs we arrange our formula in the following manner.

| W              | L                                   |
|----------------|-------------------------------------|
| 1              | 3 =neat size which is given         |
| $\frac{1}{2}$  | $\frac{1}{2}$ =addition for setoffs |
| <hr/>          |                                     |
| $2\frac{1}{2}$ | $4\frac{1}{2}$ =size of foundation  |

This rule and application works with the corner and T pillars. The lengths of the corner pillar extend two ways, while the T pillar extends 3 ways, yet both conform readily to this rule and process. The students lay off these foundations and a few neat size courses without mortar. When they have mastered this step they take up the next rule. This rule tells how to determine where to place a pillar foundation. This is the way it is stated: For every setoff go 2" beyond the finish lines. To apply this rule a knowledge of the plumb bob and plumb rule is needed. This is the way we proceed. A line is stretched tight and fastened at a convenient height. Small nails are stuck between the strands of this line to mark the work spaces and to use as points from which to get drops. The plumb bob and the plumb rule are taught because there are times when one has the advantage over the other in construction work. The student is permitted to use mortar as soon as he learns to get a drop. In building the first few pillars no stress is laid on the appearance of the work. They learn the "feel" of the trowel and mortar and the use of the tools they employ. Soon they make attempts to improve the looks of their work then the straight edge, course rod and jointer, also level are introduced and taught in the order named. Now they are launched fully as full pledged trowel trade students.

Altogether this period approximately covers six weeks of daily three hours practice. Individual projects are used as far as possible. They start with the easier ones and work up to the more difficult. Often the more rapid learners are asked or permitted to help the

slower ones. This gives the instructor an opportunity to see the kind of fruit his teaching is bearing, and it also gives the helping student a deeper assurance of his own knowledge and skill. Along with their shop work they have mechanical drawing in orthographic projections. They draw the main views of a brick and then the views of their pillars. We also have other related subjects such as trade math and trade terminology. Every opportunity is taken to develop initiative and self reliance. Our projects are taken directly from construction and we aim to come up to the standards required by the trade. The procedures for beginners may be summarized into: 1st to acquire knowledge of the function and construction of the things they are to build; 2nd to think in terms of brick and to learn the use of their tools; and 3rd, to acquire the skill and speed, also the knowledge needed to meet trade standards.

## An Effective Glee Club

(Continued from page 4)

in 1948. It was during this trip that the Mutual Broadcasting Company presented them on a coast-to-coast hook-up. They were so well received that already the group is scheduled for several such broadcasts this year, the first during the Christmas season.

The popularity of this group is due not only to the quality of the voices and their method of rendition, but to the long hours of hard work given by both students and conductor. The community is loud in its praise of the director. Mr. Thompson is a product of Williston Industrial School and studied at Hampton Institute. He is a tireless worker and a real musician. He and his group have done and are doing much for Williston Industrial School, Wilmington and the State of North Carolina.

# Are You Interested?

By BENJAMIN F. SMITH, *Director School of Library Science, N. C. College, Durham.*

The American Library Association has projected from data gathered in 1944 that during the period 1947-60 this nation will need 64,160 additional trained librarians. The Association has broken these figures down as follows:<sup>1</sup>

|                                                                                                          |        |
|----------------------------------------------------------------------------------------------------------|--------|
| Present shortage .....                                                                                   | 4,900  |
| Normal replacements .....                                                                                | 22,760 |
| Additional librarians needed for<br>planned expansion and improve-<br>ment of substandard libraries..... | 36,500 |
| Public Libraries .....                                                                                   | 15,000 |
| College and University Li-<br>braries .....                                                              | 6,000  |
| School Libraries .....                                                                                   | 12,000 |
| Special and Other Libra-<br>ries .....                                                                   | 3,500  |

|                                                                                                                           |        |
|---------------------------------------------------------------------------------------------------------------------------|--------|
| Additional librarians required.....                                                                                       | 64,160 |
| Librarians in the Armed Forces,<br>military libraries, etc., who will<br>probably return to civilian li-<br>braries ..... | 2,000  |

Librarians to be recruited 1947-60.....62,160

It can be plainly seen that such a shortage of trained personnel to help operate our educational institutions is working a tremendous hardship. The work of the public library in our communities and libraries of institutions of higher education, a great number of which are concentrated in the state of North Carolina, feel the sting of this shortage. The demand for qualified librarians to fill the various types of positions is greatly in excess of the supply. According to Virginia Lacy Jones, Director of the Atlanta University Library School, library schools are able to fill only 33 per cent of the jobs available to Negro library school graduates. She states that "Library schools are graduating only an average of 30 Negro librarians a year."<sup>2</sup> The placement records of the North Carolina College School of Library Science corroborate the statement of Mrs. Jones. Just this past week request for a full-time librarian came to the School from a public library in Kentucky, a school in Virginia, and a school in North Carolina. This continuing demand has been the cause of re-

markable advance in salaries of library workers until today they compare favorably with those of workers in other fields with equal training and experience. Placement of graduates is not a problem today. While the school cannot assure every graduate a position, it can point to a perfect record thus far. The school is constantly in contact with library directors throughout the country and is always glad to recommend competent graduates for positions. Salary range of trained librarians are as follows:

|                                 |             |
|---------------------------------|-------------|
| Full-time school librarian..... | 1,320-2,358 |
|                                 | (Southern)  |
|                                 | 1,600-3,200 |
|                                 | (Northern)  |
| Public library .....            | 1,400-2,400 |

The School of Library Science of the North Carolina College is one of many of the Nation's library schools cooperating with the American Library Association in its effort to muster qualified individuals for library service. Accordingly, the curriculum of the School has undergone a searching re-examination and appraisal. Through the aid of professional organizations the needs of the profession have been identified and a program of studies to satisfy these needs has been instituted. The program of instruction has been improved to prepare students to make adequate adjustment to the changing functions of libraries in the modern world and to enable each individual to acquire a broad understanding of forward-looking educational theory and practice.

The basic purpose of the school is to prepare students to be intelligent working members of school, college and public libraries and to become functioning citizens of the various communities in which they find themselves. To accomplish this purpose, consideration is given to the newer concept of library service as an integral part of education and as a force working toward the improvement of society. The aim in so doing is to promote understanding and appreciation, and to develop the

necessary technical knowledge and skills essential for successful functioning in life situations.

It is especially important that a school for the training of Negro librarians should be located in the state of North Carolina. This state is out in front in the employment of Negro trained librarians. Greensboro, North Carolina was the first city and Rowan County was the first county in the South to appoint full-time Negro supervisors of school libraries. North Carolina, in a recent innovation, has appointed a Negro supervisor of public libraries rendering service to Negroes. It can be safely stated that this state is emerging as the leader in the adequate provision of library service to Negroes. This means that trained and competent individuals must be available for service.

Let us glance once more at the School of Library Science at North Carolina College. The School, as we all know, is a professional school fully accredited by the Southern Association of Schools and Colleges and the North Carolina State Department of Public Instruction. It offers a one-year course of training in library work. Credits can be earned in residence only and may be taken either by individuals who have been admitted to the college as graduate students or by Seniors and Juniors in the Undergraduate College. In addition to the winter session, a full program of subjects is offered in the Summer session.

At present, the School of Library Science attempts to train competent people to work in public, college, elementary school, and secondary school libraries. The present need for qualified library workers in these areas is urgent and the mission far-reaching. In some localities, the public librarian or the school librarian is essentially a social worker. The duties and responsibilities afford the librarian unusual chances for growth and for the development of an initiative. Persons so choosing either type of

(Continued on page 7)

<sup>1</sup> "Estimated Needs for Additional Professional Librarians 1947-60 Projected from 1944 Report," *Minnesota Libraries* XV (September 1947,) 213.

<sup>2</sup> Virginia Lacy Jones, "Wanted 18,000 Librarians," *Opportunity* XXV (October-December, 1947) 215.

# Difficulties In Teaching the Social Sciences In the Lower Grades

By MRS. EMILIE B. PARKER, *Edward Evans Elementary School, Fayetteville, N. C.*

The tracking down of problems incident to the teaching of the social studies in the elementary grades is by no means as easy as on the surface it might appear. One of the reasons for this is that not too much has been written on the subject as such. Or, to put it another way, much of the data in which writers have sought to discuss the problems of the social studies, have missed the mark almost entirely. What they did discuss, however, were problems one encounters in teaching the elementary school subjects, and not necessarily the social studies at this particular level.

A classic example of this is the following data which appear in an article entitled "Teaching the Social Studies" found in *The Fourteenth Yearbook* by Crawford and Fancier. They list as difficulties in teaching the social studies the following:

1. Failure to get the central thought.
2. Lack of ability to select important facts in a paragraph.
3. Lack of ability to read questions understandingly and to answer them intelligently.
4. In making outlines, pupils tend to write complete statements instead of using brief headings or topics.
5. The inclination to form hasty judgments and to jump to hasty conclusions.
6. The inability to give concrete illustrations of points under discussion.
7. The lack of ability to apply knowledge gained from reading.
8. Failure to get important points of an assignment.
9. The tendency to commit words to memory and to think they are studying.

Obviously, these *are* difficulties but who can say truthfully that

inability to read questions or to construct outlines or to cite concrete illustrations or even to isolate the important points in an assignment are difficulties which occur only in the teaching of the social studies in the elementary school or at any other level.

Here is an example of too generalized thinking which in all too many published articles has passed for genuine contributions to the teaching of the social studies in the elementary grades.

Among the difficulties encountered in the teaching of the social studies at the elementary level, I think, may be listed the following:

1. *Associating words with life experiences.* In all too many cases, children with limited backgrounds are limited in their social thinking and in their social outlook, because they are limited in the meanings of the words at their command. Washington, for example, may refer to George Washington, it may refer to Washington, D. C.; or it may refer to the State of Washington, depending upon the pupil's knowledge of the broader use of the word. In like manner the word home which refers to one's individual living quarters, comes to mean the whole of the United States the minute he recognizes that there is a Cuba, a France and an England.

2. *Limited Travel Background.* Pupils whose travel is limited to a particular state, and sometimes to a particular section of that state, find social perspective a difficult matter. Having seen only two types of fish for example, it is next to impossible for one to imagine the many fish types and the variety of uses to which fish are put in American society. What is true of fish is equally as true of other ordinary commodities in common use.

3. *Limitation of Topics.* Every teacher of social studies has recog-

nized this difficulty. Farming is as big as a child's experiences are big; labor is labor and to add the adjectives organized or unorganized, northern or southern labor, does little to limit for the elementary grade pupil, the broad meaning of the word, and so on through the list.

What are the remedies for these difficulties encountered in a social studies program in the elementary school? In a word, they are teaching with the specific objective in mind of overcoming the difficulty at hand. For example, teach the broad meaning of the words at a child's command and plan experiences calculated to broaden the geographical background.

The teacher must not only have a good technique for presenting materials, but must also know the materials that are to be taught. The teacher must be alive to the social, economic and civic problems of the present and must relate these both to the past and the future.

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## Are You Interested?

(Continued from page 6)

service should be imbued with the desire to render personal service rather than to reap huge personal gains.

The program designed to train full-time librarians consists of forty-five quarter hours earned in the School of Library Science. This program is divided into five main divisions which include Bibliography, Selection of Library Materials, Cataloging, Administration, History and Function and Participation. Each division consists of a group of courses whose content has been carefully selected so as to bring to the individual's attention the role of the American free pub-

(Continued on page 13)

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## AGAIN COMES EARLY THE ANNUAL COVENTION DATE

Just eleven weeks and four days, less than three months after the resumption of work by most of the schools on January 5th, we shall be assembling for the Sixty-Seventh Annual Convention. Fifty-nine school days will be encompassed in that period of time and there will be much to do if the 1948 Convention is to fulfill its promise of ever higher achievement in program making. Chairmen of Sections and Departments and Program Directors should begin work intensively to get their total programs completed and reported by the time the March issue of the RECORD goes to press. This will mean that the Executive Secretary should have copies of all programs in his hands by February 20th, the deadline for the March number of the RECORD. It is true that we have never published our convention program in the RECORD. It is also true that we must meet earlier printers deadlines for all printed programs due to the shortage of labor and materials in the printing business. The success of our convention program will depend largely on how well we inform the membership of our program and objectives. The program this year should be ready for printing at least thirty days before we expect to distribute any copies. It ought to appear in the RECORD too so that all will have the information.

## CRISIS IN EDUCATIONAL THINKING IS EMINENT

Never in history since the Civil War has educational policy been so much a concern of all the American citizenship. In the reconstruction period following the war for emancipation great decisions had

to be made about ways and means of educating the freedmen. "Separate schools" were decreed by the South at the height of the crisis of that time and with the acquiescence of the nation the wind was sown. The whirlwind of educational discrimination is now being reaped as a result of this policy of eighty years ago. This discrimination is a fact. The effect of American patterns of discrimination, with the educational set-up as the favored model, became more than nation-wide. Hitler plead the pattern of the American South as justification for his anti-Jewish programs. South Africa has been developed after our southern pattern and has become a disgrace to civilization in its treatment of the subjected native population. Liberal forces in the modern world are discouraged by the American example of education for disrespect and perpetuation of hereditary caste which is not hereditary in any truly ethnic sense except to disparage ancestry from one or more American sources.

We in the South are heirs to the patterns of human behavior caused by this type of education and most of us in the teaching profession have developed personally a vested interest in the status quo, whatever that may be. As public servants we must pass on to our generation the accumulated wisdom of our community. But, alas! we must as public servants, pass on also such accumulated foolishness as our boards of education decree shall be part of the organization and curriculum of the schools. We are confronted by a double paradox, one of which we can rationalize by conceding that to hold our jobs we must carry out the prerogatives of the State and community. The other is not in the field of objective action and cannot be rationalized with a convenient excuse or any less convenient evasion. This second paradox has to do with our educational thinking. We act under stimulus, by inspiration or under duress, but we think freely unless we allow ourselves to deteriorate as human personalities to some sub-human controlled level of the psychologically conditioned slaves of history.

Paradoxically we believe in the principles of the Declaration of Independence, the Constitution of our nation, the Christian ideal of Democracy and at the same time serve in an educational set-up which in its organization violates the cardinal principles of every one of our cherished creeds. Today this discriminatory set-up is under official criticism by commissions serving the chief executive of our beloved United States. The criticisms are valid and based on clearly observable facts which have been substantiated by adequate research. Those criticisms tell us that our thinking about education in the South is faulty and that our organization and financing are undemocratic, discriminatory and wasteful of our financial resources. These conclusions are hard to deny and yet we are adjured to carry on in the accustomed ways of our region, leaving these controversial matters to the layman for discussion and action. It is probable that our overt action will be largely in conformity with the discriminatory tradition. It will be unfortunate if our thinking also becomes conformist.

Today, as never before, we need the benefits of organized effort—intelligently directed—toward a wise thinking-out of progressive contributions to needed change in our educational set-up. Fortunately we can have the necessary organization and the necessary intelligent direction if only we will pay the reasonable price of self-service through the LOCAL PROFESSIONAL ORGANIZATION. Elsewhere in this issue of the RECORD is an elaboration of our earlier article on the work of the local association. Study it and let's act on it now.

## PARADOX AND RECONCILIATION

We must approach our educational policy dilemma in a manner "as wise as serpents and as harmless as doves." Two national organizations, not in complete agreement themselves, offer us leadership in programming our discussions leading to policy recommendations. Let us examine their records and keep up with their progress.

### The First Answer—ATA

Inclusiveness of higher education in the individual states vs. regional provisions for extending segregated opportunity is a burning issue currently. ATA resolutions covering this issue were passed in 1945 and have the following to say:

"—We shall work consistently for the passing of legislation for federal aid to public education. Of necessity this must occupy a high place on our list of undertakings. It shall be the duty of our officers and other representatives to see that our voices are heard to the end that such federal aid legislation shall provide ample protection for minority groups as well as provide for social welfare—

—We are of the opinion that the movement to establish regional universities for Negroes in the South is a movement in an undesirable direction. The individual state should provide for the education of its Negro citizens and this responsibility should not be transferred to a federated group of states whose program, whether by design or not, is likely to result in the exclusion by devious means of Negroes from institutions of higher learning which are now open to them.

This organization stands firmly behind the view that it is necessary for teachers to have tenure and retirement status. We shall do everything within our power to promote this view in our communities so that the teachers of our youth shall be in a position to exercise the privileges of citizenship and to enjoy the immunities of the profession without haunting fear of insecurity either for the immediate future or following cessation of active usefulness to the community on account of age or ill health.

The democratic way of life also requires that teachers and officers on all levels should participate in programming and in administrative policy-making within the educational organization. There can be no adequate training for democracy when programs and policies are imposed from above upon teachers and officers without consulting their views

or having them participate in the making of them. We, educators, therefore should exert every influence we can to displace a long established practice in certain communities in which such programs have been imposed upon the Negro educator in the manner indicated above."

## The Second Answer-NEA

From the Editor's Page in the October, 1947, *NEA Journal* we have the following:

(Note: Because the goal recommended in the quoted passage immediately following is so far from actual attainment, we of the NCTA are working in reverse to approach it. We are anticipating all the steps in the program but due to the pattern of EXCLUSIVENESS now in vogue we find the fourth step the most open approach. Please read the recommendations with this in mind.—Ed.)

"The following points are a consensus of persons meeting to discuss state association problems of the NEA Institute of Organization Leadership, The American University, Washington, D. C., August 11, 1947:

The teaching profession in the United States should be organized into a voluntary all-inclusive association.

The NEA, including its affiliated state and local associations, is the only organization that represents or has the possibility of representing the great body of teachers in this country.

The Victory Action Program affords a plan for uniting the profession around specific goals on local, state, and national levels.

The progress which the plan has made during the first year shows that under the banner of the Victory Program the teachers can be united in any state where the leaders are ready and prepared to take the plan to them.

The *First* step in the Victory Program is to adopt the program in principle on both state and local levels where it has not already been adopted.

The *Second* step is for each state which has not already done so to adopt unified dues to take effect in each local when adopted by that local and to take effect on a state-wide basis when they have been adopted by 75% or more of the members of the state association.

The *Third* step is for each state and local association to develop its own Victory Action Program with immediate goals, short-term goals, and long-term goals.

The *Fourth* step is for local, state, and national associations to join in developing a comprehensive system of local associations which will adequately serve every community in the nation.

To accomplish these objectives, local, state, and national dues should be raised to meet the enlarged program.

It is important that emphasis be kept on the spirit of cooperation. Differences should be minimized and all should go forward to work for things on which they can agree, keeping a long-time perspective before them."

# *Blue Print for a Local Association*

## Local Units Of The NCTA

In this article we are attempting to make certain information regarding local unit organization available to our local units. Some suggestions are given along with and included in the outline because of limited facilities for reproduction of data.

Probably the local unit should concern itself with three phases of organization involving finances:

1. 100 per cent membership in the State Association.

2. At least several individual memberships in the AMERICAN TEACHERS ASSOCIATION. Send to H. Council Trenholm, Executive Secretary, P. O. Box 271, Montgomery 1, Alabama., annual fee \$1.00.

3. A Local Unit Affiliation Membership in the NATIONAL EDUCATION ASSOCIATION. This brings to the local unit secretary the NEA Journal, the research bulletins of the NEA, and the annual proceedings of the association along with other reports of interest. The fee for this affiliation membership is \$5.00. Send to Dr. Willard E. Givens, Executive Secretary, 1201 16th St., N. W., Washington, D. C. In addition the NEA Handbook is very useful for program planning and costs only \$1.00.

The third item above will suggest at once that a local fee is desirable to equalize the cost of this service to the unit members. The local fee could be as small as 25c in most city or county units and the services made possible from this local treasury will be of much value to the working committees of the unit who need current information as a basis of planning the professional program.

Following is an adaptation of the NEA outline of the features of an ideal local teachers association. Please try to organize the local unit approximately as suggested. In this way we can give each teacher an active professional interest, a job to share, and a sense of belonging.

### The Ideal Local Teachers Association

1. Enrolls all the educational workers in its area.

2. Has a dynamic program for serving its members and the community.

3. Has a written constitution. (recommended but not required)

4. Meets regularly, AT LEAST FOUR TIMES A YEAR. These meetings are not the traditional superintendent's or principal's meetings, but autonomous sessions of the local teachers association under direction of its own elected officers and carrying out its own professional program. If a joint meeting is called, it should be planned and called cooperatively. If separate meetings are held, administrators and association officers should consult each other about their plans and avoid conflict and misunderstanding.

5. Collects local, state, and national dues during the first six weeks of the school year and makes prompt remittance to proper state and national headquarters of the dues collected for memberships and affiliations.

6. Has a plan of affiliation with national educational organizations with a program of action based on the work of the national program of educational advancement.

7. Plans its local programs carefully to interest the majority of the local membership.

8. Keeps accurate records regarding all business of the local association.

9. Maintains continuous membership of all educational workers from year to year and keeps up its affiliations continuously also.

10. Makes provisions for sending delegates each year to state and national conventions and for the expenses of such delegates when such is necessary.

11. Answers all official mail from state and national associations promptly and carefully.

12. Issues a local publication if

finances and local circumstances permit such activity on a profitable basis.

13. MAINTAINS ACTIVE COMMITTEES FOR THE FOLLOWING PURPOSES:

I. To formulate and carry out a progressive program for improvement of local educational services, PROFESSIONAL SERVICES COMMITTEE.

II. To provide a forum for discussion of educational and professional organization problems of the state and nation, PROGRAM COMMITTEE.

III. To develop good fellowship by providing social and recreational activities for its members, MEMBERSHIP AND PROGRAM COMMITTEES.

IV. To carry on an effective public relations program, PUBLIC RELATIONS COMMITTEE. (This committee should promote inter-racial or inter-group activities whenever possible.)

V. To work with lay organizations in community activities, PLANNING AND RESOURCES COMMITTEE.

VI. To arrange meetings at which candidates for public office may discuss their platforms, LEGISLATIVE AND PROGRAM COMMITTEES.

VII. To cooperate with the state association on legislation affecting the schools such as school support, tenure, retirement, minimum salary schedules etc., LEGISLATIVE COMMITTEE.

VIII. To cooperate with NEA, ATA, and NAACP on national legislation affecting education, FEDERAL AID COMMITTEE.

IX. To care for welfare of members through activities involving the group relationships and personal adjustments of teachers, activities involving:

Certification

Consumer cooperatives

Contractual relationships

Credit unions

Group insurance  
Hospitalization  
Loan and relief funds  
Retirement  
Sabbatical leave or leave of absence  
Salary schedules  
School budgets and finance  
Sick leave  
Teacher load  
Teacher rating  
Tenure

#### Local Unit Committee Activities

Successful experience in North Carolina suggests at least nine standing committees to carry on the work of a local Teachers Association in the large administrative units.

The common factors useful in the procedure of all standing committees are: (1) casual research (collecting and filing clippings and notes or putting such items in an annual scrap book, either to become a permanent record in the professional library of the unit) and (2) developing summary reports showing local significance of national and state-wide educational developments and trends. The secretary of the local association should be custodian of completed files or scrap books and copies of all reports developed by the committees. These materials ought to become permanent documents in the local professional library.

The standing committees should be:

1. Professional Services
2. Legislative
3. Public Relations
4. Planning and Resources
5. Membership
6. Program
7. Constitution
8. Federal Aid
9. Executive Committee or President's Advisory Council.

Other special committees will need to be appointed to serve in connection with various activities of the standing committees. **All standing committees** should include representatives of **all the educational levels** on which teachers work in the local Association, E. G., College, High School, Grammar Grade, Primary and Special.

It is important that all standing committees be continuously active. The following activities are sug-

gested for each of the standing committees:

#### I. Professional Services Committee Activities:

In-service training, developing code of ethics, survey of local professional interests and needs, co-operative supervision, evaluation of schools and curricula, state department and college co-operation.

#### II. Legislative Committee Activities:

Study legislative programs of other groups interested in education, cooperative planning with other groups, development of **civic participation and voting in all elections** by teachers and parents, interest in all welfare legislation, securing statement of position on school legislation from candidates for public office, study of controversial issues developing around

- (1) Salaries based on merit system
- (2) Supervision
- (3) Compulsory attendance
- (4) Present salary schedules
- (5) Tenure of teachers and
- (6) Teacher load, interpretation of the retirement system and recommendations for its improvement, developing standards for entering and remaining in the profession and informing teacher trainees on school legislation.

#### III. Public Relations Committee Activities:

Study state and local administrative set-up and acquaint teachers and patrons with legislative provisions for administration and the school budget, encourage maximum health service to children in co-operation with other agencies of the community and State, assist returning soldiers in securing educational opportunities offered by the federal government, make school buildings available for community use and development of co-operative program with lay organizations, encourage "know your school" and "know your community" programs, promote educational type non-commercial community recreational programs, promote scouting, 4-H Clubs and similar projects in the community, plan a continuous publicity program using all

avenues of publicity in the community, plan specific activities for each teacher to carry out in public relations work.

#### IV. Planning and Resources Committee Activities:

Initiate and carry through an educational survey of the community involving:

- (1) Educational status of members of families.
- (2) Family occupational status.
- (3) Material and Social resources of community.
- (4) Adequacy of school buildings and play ground facilities.
- (5) Evaluation of the schools and
- (6) needs for improvements in school plants and offerings especially in provisions for the needs of exceptional children.

#### V. Membership Committee Activities:

The membership committee should assume responsibility for enrolling all educational workers in the area in the local Association. Membership fees should be collected during the first six weeks of the school year and reported immediately to the proper officials of local, state, and national Associations. (There should be a local fee to be determined by the local Association out of which local unit affiliation fees are appropriated to national Associations.) The membership committee should also collect and transmit individual membership fees from members desiring to join NEA and ATA. A good beginning for some local associations would be allotment of \$5.00 for enrolling unit officers in ATA, \$5.00 for NEA affiliation and \$1.00 for NEA handbook.

#### VI. Program Committee Activities:

The local Association should hold at least four full meetings during the school year. The program committee should make a tentative outline of the program for the whole year after consultation with the Executive Committee. The detailed program for each meeting should be prepared several days before the meeting is held and published locally for the information of all members.

(Continued on page 13)

# The NEA Code of Ethics

With An Introduction By

MRS. LESSYE JONES STIMSON, *Shawtown H. S., Lillington*

Nearly every professional group has a code for the guidance of its members. The purpose of professional codes is to inform the many and to restrain the few. The rank and file of any profession expect to do the right thing, and they welcome the code both as a guide in their practice and a defense against those who might in their own interests request departures from straight and severe standards. To all such the practitioner may say, "Our code forbids," or, "God forbid, for our code does." The few whose individual standards might not revolt at a doubtful practice are often far more afraid of an organized profession and its code than of the law.

After years of investigation by its Committees, the National Education Association at its 1929 meeting adopted its code, "Ethics of the Teaching profession," which follows. This code, elaborated with much care, deals with many important situations upon which general agreement was possible. It is of such consequence for the guidance and inspiration of teachers and for integration of the profession that every teacher should have a copy of it, and it should be studied critically by every teacher in training and out. Acquaintance with this code will do much toward giving unity and common understanding among all classes and kinds of teachers. In presenting this code let me say that no code of ethics, regardless of the insight and skill which went into its preparation, will be effective until the profession as a whole recognizes the need for such a code.

## ETHICS OF THE TEACHING PROFESSION\*

### Preamble

In order that the aims of education may be realized more fully, that the welfare of the teaching

profession may be promoted, that teachers may know what is considered proper procedure, and may bring to their professional relations high standards of conduct the National Education Association of the United States has developed this code of ethics. (The term "teacher" as used in this code is intended to include every person directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity.)

### Article One

#### RELATIONS WITH PUPILS AND TO THE COMMUNITY

SECTION 1. The schoolroom is not the proper theater for religious, political, or personal propaganda. The teacher should exercise his full rights as a citizen but he should avoid controversies which may tend to decrease his value as a teacher.

SEC. 2. The teacher should not permit his educational work to be used for partisan politics, personal gain, or selfish propaganda of any kind.

SEC. 3. In instructional, administrative, and other relations with pupils, the teacher should be impartial, just, and professional. The teacher should consider the different interests, aptitudes, abilities, and social environments of pupils.

SEC. 4. The professional relations of the teacher with his pupils demand the same scrupulous guarding of confidential and official information as is observed by members of other long-established professions.

SEC. 5. The teacher should seek to establish friendly and intelligent cooperation between the home and the school.

SEC. 6. The teacher should not tutor pupils of his classes for pay.

### Article Two

#### RELATIONS TO THE PROFESSION

SECTION 1. Members of the teaching profession should dignify their calling in every way. The teacher should encourage the ablest

to enter it, and discourage from entering those who are merely using the teaching profession as a stepping stone to some other vocation.

SEC. 2. The teacher should maintain his efficiency and teaching skill by study and by contact with local, state, and national education organizations.

SEC. 3. A teacher's own life should show that education does ennoble.

SEC. 4. While not limiting his services by reason of small salary, the teacher should insist upon a salary scale suitable to his place in society.

SEC. 5. The teacher should not exploit his school or himself by personally inspired press notices or advertisements, or by other unprofessional means, and should avoid innuendo and criticism, particularly of successors or predecessors.

SEC. 6. The teacher should not apply for another position for the sole purpose of forcing an increase in salary in his present position. Correspondingly, school officials should not pursue a policy of refusing to give deserved salary increases to their employees until offers from other school systems have forced them to do so.

SEC. 7. The Teacher should not act as an agent, or accept a commission, royalty, or other reward, for books or supplies in the selection or purchase of which he can influence, or exercise the right of decision; nor should he accept a commission or other compensation for helping another teacher to secure a position.

### Article Three

#### RELATIONS TO MEMBERS OF THE PROFESSION

SECTION 1. A teacher should avoid unfavorable criticism of other teachers except such as is formally presented to a school official in the interests of the school. It is also unprofessional to fail to

\*Sheldon Emmor Davis, *The Teacher's Relationships*, pp. 325-328. The Macmillan Company, 1930.

report to duly constituted authority any matters which involve the best interests of the school.

SEC. 2. A teacher should not interfere between another teacher and a pupil in matters such as discipline or marking.

SEC. 3. There should be cooperation between administrators and classroom teachers, founded upon sympathy for each other's point of view and recognition of the administrator's right to leadership and the teacher's right to self expression. Both teachers and administrators should observe professional courtesy by transacting official business with the properly designated person next in rank.

SEC. 4. The teacher should not apply for a specific position unless a vacancy exists. Unless the rules of the school otherwise prescribe, he should apply for a teaching position to the chief executive. He should not knowingly underbid a rival in order to secure a position; neither should he knowingly underbid a salary schedule.

SEC. 5. Qualification should be the sole determining factor in appointment and promotion. School officials should encourage and carefully nurture the professional growth of worthy teachers by recommending promotion, either in their own school or in other schools. For school officials to fail to recommend a worthy teacher for another position because they do not desire to lose his services is unethical.

SEC. 6. Testimonials regarding a teacher should be frank, candid, and confidential.

SEC. 7. A contract, once signed, should be faithfully adhered to until it is dissolved by mutual consent. In case of emergency, the thoughtful consideration which business sanction demands should be given by both parties to the contract.

SEC. 8. Due notification should be given by school officials and teachers in case a change in position is to be made.

—Adopted by the National Education Association, July, 1929.

### Are You Interested?

(Continued from page 7)

lic or school library or college library in the American Democracy.

The specific working objectives of the instructional program are as follows:

1. To promote acquaintance with books as a means of continuing education and with books as materials of culture.
2. To identify major problems of library administration and to aid the student in the solution of such problems in accord with recent trends in the profession.
3. To give the student, through a core of subjects, a foundation for specialization in a chosen field of library service.
4. To give students first-hand information regarding library principles and practice.
5. To enable the student to acquire adequate understanding of the essential elements in the philosophy and techniques of library service.

The educational requirements for admission to the school fall roughly into two main groups:

1. Graduates of accredited colleges or universities are admitted upon presentation of an official transcript of credits. For acceptance, the candidate must have earned a grade point average of "C" plus.
2. Students in the undergraduate college electing a major or minor in library service are admitted at the end of their Junior year, and if their Junior year of college work represents a general education with a concentration of courses in the major fields of knowledge.

At the time of registration all undergraduate students must present a proposed program of courses in education to satisfy state requirements for a class A teaching certificate and to understand the purpose, function and objectives of the school.

It is generally agreed that today library service to Negroes in the South is one of the most challeng-

ing opportunities facing the young, intelligent, enterprising Negro man or woman. The North Carolina College has accepted the responsibility for providing the necessary training. It is now up to you.

### Blue Print for a Local Association

(Continued from page 11)

#### VII. Constitution Committee Activities:

The Constitution Committee should secure copies of a constitution of state and national Associations and work out the order of procedure for activities in connection with these organizations. A local constitution should be prepared which should supplement but not conflict with state and national constitution.

#### VIII. Federal Aid Committee Activities:

Secure and study all available material on federal aid, work with other organized groups to help them understand and support federal aid, have every member of unit write congressional committees on education and state senators and representatives requesting their support of federal aid, commending any constructive action, solicit lay persons to write similar letters, promote local programs to educate the public on need for and benefit from federal aid, keep teachers informed regarding provisions of federal aid bills and promote discussion of the provisions in Association meetings and public forums, invite qualified speakers to discuss federal aid programs, co-operate with NEA, NCEA, ATA, and NAACP, in activities promoting federal aid.

#### IX. Executive Committee Activities:

The Executive Committee will include elected officers, Chairmen of all standing committees and representatives of the administrative and supervisory personnel in the administrative unit. The Executive Committee will serve as an advisory council in planning the program of the Association and will meet on call of the President of the local Association.

# N. C. Schools Win In Tuberculosis Essay Contest

By WALTER G. JAMES, *Field Secretary, N. C. Tuberculosis Asso.*

Raleigh, N. C.—The schools of North Carolina have been highly honored according to an announcement by President A. W. Dent of Dillard University, New Orleans, Louisiana. Dr. Dent was chairman of the committee of six judges of the 1947 Essay Contest. The contest was conducted throughout the United States by the National Tuberculosis Association and its affiliated State associations. Since thousands of students from high schools and colleges throughout the nation entered this contest, it is an outstanding honor to have four awards made in North Carolina, two of them to our schools.

The Tenth Grade of Carver High School, Kannapolis, N. C., was awarded *first prize* for a paper on a tuberculosis survey. The class will receive \$75, and a bronze plaque will be awarded the school. The Chemistry Club of Washington High School, Raleigh, N. C., was awarded *second prize* of \$50 in the class project; honorable mentions in the high school and college groups respectively were awarded to Marjorie M. Barnes, Allen High School, Asheville, N. C., and Loreno Yolande Mebane, Agricultural and Technical College, Greensboro, N. C.

The Essay Contest was conducted for high school and college students through the efforts of the National, State, and local tuberculosis associations, and with the cooperation of teachers and school principals throughout the nation. Miss Velma Turnage, field secretary, North Carolina Tuberculosis Association, worked in close cooperation with the schools throughout the State. The contest, proposed to stimulate interest in tuberculosis control and to create a wide understanding of the problems in the control of the dreaded disease, is a most successful medium in placing important information before the youth and general public in the State and nation.

Judges, in addition to Dr. Dent, were: Miss Dorothy Ury, consultant, State Health Education for Georgia Negro Schools, State Department of Education, Atlanta University, Atlanta, Ga.; Dr. Jacob A. White, Jr., Tampa, Fla.; H. Garrick Williams, director, Special Programs, Queensboro Tuberculosis and Health Association, Jamaica, N. Y.; and Mrs. Leola Fields, formerly field representative Special Programs, NTA.

## ONE HIGH SCHOOL TELLS HOW

HIGH SCHOOL WAS LIKE THIS, developed by the Booker T. Washington High School Faculty, Rocky Mount, N. C., in co-operation with the staff of the Secondary School Study of the Association of Colleges and Secondary Schools for Negroes. 1946, pp. 84. Available through N. C. Dept. of Education or N. C. College at Durham—50c.

High school was not like the one described in this publication for the most of us. Here is a story of a school determinedly trying to develop its students toward accepting an increasing responsibility in a wide range of situations in and out of school. Told in story form, it is a most interesting, readable report of an educational venture. With the local school board taking the responsibility for expanding physical facilities, the faculty taking responsibility for acquiring the professional growth needed to plan and project a forward looking instructional program, and the Secondary School Study providing numerous aids in consultants, materials, etc., Booker T. Washington High School became a center of training for life in a Democracy.

Herbert and Sarah were graduating seniors and were to deliver commencement speeches on what high school was like. The effort to find out what it was like over the past four years, so as to interpret

it to the commencement audience, takes them to visit many of the classes, to talk with faculty members, and to search their own selves and fellow students for information and evaluations of the program. How had the required courses become more interesting and helpful? Herbert remembers when his classes were dull and his interest in them much less keen than now. What part were the extra-curricular activities playing in fitting the students to cope with life? "Everybody in the world ought to know how to have his say and help carry on the business of a group." How had the school program effected the Community? The city health officers, the food consultant from the local A & P store, the dietitian from the N. Y. A. Center, and pupils "demonstrated each night to a large audience of students and parents, ways of reducing malnutrition."

Pursuing the material for her talk, Sarah tries to find out how and why English has been built around the center of communicating ideas. She notes that the English-Social Studies core class, a new development since she was a sophomore, has many advantages for the students. Herbert finds that more and more fellows are finding home economics interesting and valuable for the future, and believe it or not, girls are participating in some of the manual training programs. He also lists some of the values in the physical education courses. A teacher attempts to interpret mathematics for them pointing out a scheme being worked on to unify mathematics in the school and perhaps make it more attractive. These and other phases of the high school program are explored by Herbert and Sarah as they learn more of what is happening around them and to them.

For people who are interested in making our country and our world safe for Democracy, a part of the answer as to how to do the job is in this pamphlet. When students from throughout the country are able to say "High School Was Like This" we will have laid a solid foundation for preserving the democratic way of life.

CYRUS M. JOHNSON.

# —As Loosely Amended—

## CONSTITUTION

of

### NORTH CAROLINA NEGRO\* TEACHERS ASSOCIATION

#### Showing Amendments Enacted at the Fifty-Sixth Annual Convention

(Presently in force but which would be replaced by new draft published in May 1947 issue of The Record)

#### ARTICLE I Name

The name of this Association shall be the North Carolina Negro Teachers Association.

#### ARTICLE II Purpose

The purpose of this Association shall be to encourage the highest professional standards for the teachers who are entrusted with the mental, moral, and physical education of the Negro youth of North Carolina, to the end that these Negro boys and girls may be developed into useful and patriotic citizens.

#### ARTICLE III Membership

Section 1. Membership in the North Carolina Negro Teachers Association may include any person engaged in teaching Negroes or actively interested in Negro education in North Carolina.

Sec. 2. The Association shall consist of local units organized in various counties in North Carolina. A local unit may be organized by ten or more teachers. The local units shall be represented in the State body by delegates, and each unit shall be entitled to one delegate for every ten members and a major fraction of ten, and such other persons as qualify under Article III, Section 1, and pay the required fee.

Sec. 3. All members shall have the privilege of voting in all business sessions. The Executive Committee shall appoint a Committee on Credentials.

\*Incorporated Sept. 18, 1946 as NORTH CAROLINA TEACHERS Association.

#### ARTICLE IV Dues

The annual dues for the members of the Association shall be \$1.00, and may be paid through local units or to the Executive Secretary of the State Association direct, who shall, in turn, turn over the same to the Treasurer of the State Association.

#### ARTICLE V Time and Place

The Association by vote at the annual business meeting shall determine the time and place of the next meeting, but the Executive Committee shall act for the Association in this matter in case of emergency.

#### ARTICLE VI Officers

Section 1. The officers of this Association shall be a President, Vice President, Recording Secretary, Executive Secretary, Treasurer, Chairman of Sections, Secretaries of Sections, and members of such committees as shall be ap-

pointed. They shall be installed at the meeting in which they are elected.

Sec. 2. The duties of the officers shall be the usual duties of such officers and such other duties as the Association may see fit to place upon them. The Executive Committee shall supervise and direct the work of the Executive Secretary.

Sec. 3. The Treasurer of the Association shall give bond in such sum as the Executive Committee shall deem necessary.

Sec. 4. The President shall not succeed himself more than once.

Sec. 5. The Executive Secretary shall be elected for a term of office of two years, on condition of satisfactory service.

#### ARTICLE VII Executive Committee

Section 1. The Executive Committee shall be composed of nine members, exclusive of the President, Vice President, Executive Secretary, Recording Secretary, and Treasurer, who shall be members ex-officio. Three new members of the Executive Committee shall be elected each year for a term of three years. When there is a retiring President, he shall be one of the three new members. The President of the Association shall be chairman of the Executive Committee. To put this plan into effect for the first year the Association shall elect three members of the Executive Committee for a term of one year, three for a term of two years, and three for a term of three years.

Sec. 2. The Executive Committee shall have the power herein stated and shall act as a general advisory committee for the Association.

They shall have at least one meeting during the recess of the Association, at the call of the Chairman, and in case of an emergency shall determine the time and place of the meeting of the Association, and shall notify the members of such changes through the public press and through the secretaries of local units, not later than three months before the time of meeting.

They shall attend to such other business as may come before them and shall have entire charge of the affairs of the Association during the recess, and shall determine how the next program shall be arranged.

Sec. 3. The accounts of the Association shall be audited at least annually by a certified public accountant under the supervision of the Executive Committee.

The expenses of the Executive Committee shall be paid from the funds of the Association.

Sec. 4. The Executive Committee shall submit to the body an actual or estimated budget of the expenses of the Association, including their meetings for the next year, and such other expenditures that they may consider wise; and no money shall be appropriated from the treasury until the same has been considered by the Executive Committee and their report on the same presented to the body for its action.

#### ARTICLE VIII Elections

Section 1. Elections shall take place at the annual meetings on the morning of the third day of the session and by viva voce vote, all members participating. A Nominating Committee shall be appointed by the President by noon of the second day of the meeting, and his Nominating Committee shall bring to the business meeting a name for each office to be filled. But before action is taken on the report of the Nominating Committee, any member may have the power to nominate from the floor for any office to be filled.

Sec. 2. The candidate for Executive Secretary shall be nominated by the Executive Committee and elected by the Association.

## ARTICLE IX

The following shall be considered the Sections of the Association:

1. College Section.
2. Home Economics Section.
3. General High School Section.
4. High School Principal's Section.
5. Vocational Agriculture Section.
6. Art Appreciation Section.
7. Music Appreciation Section.
8. Library Section.
9. Industrial Arts Section.
10. Physical Education Section.
11. Adult Education Section.
12. Elementary Section.

These sections may be added to or changed upon the recommendation of the Executive Committee.

A member of a local unit may select the section of which he wishes to be a member and shall be entitled to vote in that section, and in no other.

## ARTICLE X\*

Section 1. The Association shall be empowered to set up four District Associations. The provisions for financing same shall be made in the budget of the Association.

Sec. 2. Any district organization may formulate a constitution, subject to approval of the Executive Committee of the North Carolina Negro Teachers Association.

## ARTICLE XI

## Quorum

The presence of twenty members shall constitute ■ quorum for transaction of business.

## ARTICLE XII

## Amendments

Amendments to this Constitution must be offered in writing to the Executive Committee, who shall report the same to the Association with their recommendation at least one day before a vote is to be taken on them. If approved by vote of two-thirds of the members present, they shall become a part of this Constitution.

\* This is the new Article in April, 1937.

### AMENDMENTS SINCE PRESENT CONSTITUTION WAS PRINTED

## Amendment 62nd Annual Convention:

No money shall be appropriated from the Treasury of the Association unless submitted to the Executive Committee for approval in writing at least 24 hours before the final business meeting of the Association.

## Amendment 62nd Annual Convention:

The annual dues for membership in the Association shall be an amount determined by the Executive Committee and voted on by a majority of the teachers at the annual meeting and may be paid through local units or to the Executive Secretary of the Association, direct, who shall in turn remit the same to the Treasurer of the Association.

## Amendment 63rd Annual Convention:

The officers of the Executive Secretary and Treasurer of the Association shall be co-terminus with the fiscal year.

## Amendment 65th Annual Convention:

The general officers of this Association shall be President, Vice President, Recording Secretary, Executive Secretary, and Treasurer. They shall be installed as officers-elect at the time of the meeting in which they are elected, but they shall not assume active responsibility in office until the

next ensuing fiscal year and their terms shall be co-terminus with the fiscal year.

## Amendment 65th Annual Convention:

The President of each District Association shall be a member of the Executive Committee the term of his office as president, provided his term in office as District President does not exceed a period of 2 consecutive years.

## Amendment 65th Annual Convention:

The election of officers shall be by secret ballot without absentee ballot on Friday morning, the 2nd day of the Convention. The Executive Committee shall set up the machinery to implement this procedure which shall be operative at the next Annual Convention.

## Amendment 66th Annual Convention:

The voting period in the next (1948) Annual Convention shall be set from 11:00 A. M. to 6:30 P. M. on the 2nd day of the Convention. (NCT Record, May 1947).

## MY TEACHER

A poem dedicated to Mrs. Eliza Bingham by 4A2 Class of Woodland Avenue School who retired from teaching at this school in June 1945.

Whenever we meet on the street,  
She always takes time for chats.  
It doesn't matter about the heat  
She tells us this and that.

Her voice is pitched sweet and low  
Her words are encouraging, too.  
She talks about what we should know  
She has taught both me and you.

About this lady of whom we write,  
Too much cannot be told.  
She taught us with the greatest delight  
And the things that did unfold!

She's won no prizes on her looks.  
She's the same in silks or gingham.  
She's taught professors, doctors and cooks.  
This teacher is Mrs. Bingham.

## NEW YEAR'S EVE

As I stand upon this youthful year's  
Threshold,  
I would to myself enfold,  
A forgetfulness of the bitterness of  
Hopes lost; the smart of Silent  
Tears — — —  
That has been my heritage of  
All the other years.  
Better to be deluded again  
With hopes rendered fallow by  
Reason — — —  
Than miscarry this New Year's  
Toll with dead hope's crafty-treason.

Mildred Martin Hill

# Directory Of Officers

## DISTRICT PRESIDENTS

|                                                  |            |
|--------------------------------------------------|------------|
| <i>Northeastern District</i> —W. R. COLLINS..... | Smithfield |
| <i>Southeastern District</i> —W. A. FOSTER.....  | Goldsboro  |
| <i>Piedmont District</i> —T. A. PARKER.....      | Durham     |
| <i>Western District</i> —T. H. BROOME.....       | Hickory    |

## SECTION OFFICERS\*

### GENERAL SECTION

|                                                                                                  |               |
|--------------------------------------------------------------------------------------------------|---------------|
| E. D. JOHNSON**, <i>Chairman</i> .....                                                           | Henderson     |
| <i>Department of Foreign Language Teachers</i> —<br>MRS. RUTH WARD JONES, <i>Chairman</i> .....  | Scotland Neck |
| <i>Department of Home Economics Teachers</i> —<br>MRS. E. BERNICE JOHNSON, <i>Chairman</i> ..... | Durham        |
| <i>Department of Vocational Agriculture Teachers</i> —<br>S. B. SIMMONS, <i>Chairman</i> .....   | Greensboro    |
| <i>Department of Industrial Education Teachers</i> —<br>S. C. SMITH, <i>Chairman</i> .....       | Greensboro    |
| <i>Department of Music Teachers</i> —<br>MISS T. H. CLAGGETT, <i>Chairman</i> .....              | Durham        |
| <i>Department of Physical Education Teachers</i> —<br>MRS. E. W. BUTLER, <i>Chairman</i> .....   | Durham        |
| <i>Department of Librarians</i> —<br>MRS. BEATRICE C. MAYE, <i>Chairman</i> .....                | Winterville   |
| <i>Department of Extension Educators</i> —<br>R. E. JONES, <i>Chairman</i> .....                 | Greensboro    |

### COLLEGE SECTION

|                                     |           |
|-------------------------------------|-----------|
| I. H. MILLER, <i>Chairman</i> ..... | Salisbury |
|-------------------------------------|-----------|

### HIGH SCHOOL SECTION

|                                                                                                         |            |
|---------------------------------------------------------------------------------------------------------|------------|
| E. M. BARNES, <i>Chairman</i> .....                                                                     | Wilson     |
| <i>Department of High School Principals</i> —<br>C. A. HARRIS, <i>Chairman</i> .....                    | Louisburg  |
| <i>Department of Mathematics and Science Teachers</i> —<br>MISS JESSIE M. COOPER, <i>Chairman</i> ..... | Bolton     |
| <i>Department of English and History Teachers</i> —<br>MRS. IDA H. DUNCAN, <i>Chairman</i> .....        | Reidsville |

### ELEMENTARY SECTION

|                                                                                                     |               |
|-----------------------------------------------------------------------------------------------------|---------------|
| MISS MYRTOLINE L. GRAYE, <i>Chairman</i> .....                                                      | High Point    |
| <i>Department of Elementary Supervisors</i> —<br>MRS. L. B. YANCEY, <i>Chairman</i> .....           | Henderson     |
| <i>Department of Elementary Principals</i> —<br>J. W. EATON, <i>Chairman</i> .....                  | Raleigh       |
| <i>Department of Grammar Grade Teachers</i> —<br>MRS. DOREATHA E. WILLIAMSON, <i>Chairman</i> ..... | Winston-Salem |
| <i>Department of Primary Teachers</i> —<br>MRS. N. H. MARTIN, <i>Chairman</i> .....                 | New Bern      |

\*According to information available to the Editor at time of going to press.

\*\*Deceased—Correspond with Executive Secretary about affairs of this section until further notice is received.

## PLEASE REMEMBER

1. A correction in our membership roll or anyone's mailing address can be made by merely sending a post card to the Executive Secretary stating what the correction should be.

2. Every member of the association should READ THE RECORD because most of the answers to questions usually raised are to be found from time to time in the columns of your publication.

3. Member should keep a file of the Record. Your publication is a cumulative record of the doings of the association and the minutes of each annual convention, if kept, will give information on most of the policies of the state body as adopted in the annual meetings.

4. Membership in the association is the teacher's one assurance that his or her professional problems will be handled by a strong ethical organization, alert to the opportunities and dangers confronting us. The association will remain strong when it has the loyal support of every individual teacher.

### Membership Roll Corrections—1946-47

#### WILSON COUNTY UNIT

Mr. A. G. Walker

Mr. Robert E. Vick

## A PROTECTION PROGRAM FOR THE TEACHING PROFESSION

1. \$2000.00 Death benefit from accident.
2. \$ 100.00 Sickness benefits per month for as long as 6 months.
3. \$ 100.00 Accident benefits per month for as long as 60 months.
4. \$ 40.00 Accident benefits per month for as long as 6 months for partial disability.
5. \$ 50.00 Additional benefits for as long as 2 months if hospital confined.

### Special Features

This covers all disabilities.

You can purchase larger or smaller amounts, at proportionate rates.

This policy is written especially for teachers at a low cost.

Your income decreases and your expenses increase while you are disabled.

Our TEACHER'S SPECIAL policy is designed to meet the above need.

Write me today and I will mail you, without obligation, the particulars of this policy.

### J. WILMER PANCOAST

Manager of the Educational Department,  
INTER-OCEAN INSURANCE COMPANY,  
Box 1048, Greensboro, N. C.

PROTECT YOUR INCOME — YOUR INCOME PROTECTS YOU

### Save TIME!

Consolidate your orders and send them to us; this will save you several "teaching days." The consolidated shipment will go forward the same day your order is received.

### Save MONEY!

Consolidate your orders for all titles and the one shipment from us will save you the difference in transportation from Raleigh to your address against the cost of transportation from several different points of shipment of much greater distance.

### Save OFFICE DETAIL!

Consolidate your orders for all titles and the books will all be shipped from us in one shipment. You will receive only one invoice and you will pay with only one check.

# all 3 saved

You Can Save . . . BY ORDERING HIGH SCHOOL, SUPPLEMENTARY, AND WORKBOOKS FROM OUR COMPLETE STOCK . . .

## 50 Publishers

for your convenience, have warehoused with us a complete stock of high school, supplementary, and workbooks for use in North Carolina.

Allyn and Bacon  
American Book Co.  
A. S. Barnes & Co.  
Beckley-Cardy Co.  
C. C. Birchard Co.  
Bobbs-Merrill Co.  
Economy Co.  
Follett Publishing Co.  
Funk & Wagnalls  
Ginn and Co.  
Hall ■ McCreary Co.  
Harlow Corporation

Harper & Brothers  
D. C. Heath and Co.  
Henry Holt and Co.  
Houghton Mifflin Co.  
Iroquois Publishing Co.  
Johnson Publishing Co.  
Laidlaw Brothers  
J. B. Lippincott Co.  
Little Brown & Co.  
Lyons & Carnahan  
McGraw-Hill Book Co.  
Macmillan Co.  
Mentzer Bush & Co.

Charles E. Merrill Co.  
Newson & Co.  
Noble & Noble, Inc.  
A. N. Palmer Co.  
Prather Publishing Co.  
Public School Publishing Co.  
Rand McNally ■ Co.  
Row, Peterson ■ Co.  
Sanborn & Co., Benj. H.  
Scott, Foresman & Co.  
Charles Scribner's Sons  
Silver Burdett Co.

Turner E. Smith & Co.  
Southern Publishing Co.  
Southwestern Publishing Co.  
University of NC Press  
University Publishing Co.  
Van Nostrand Co., D.  
Webb Publishing Co.  
Webster Publishing Co.  
Wheeler Publishing Co.  
Alfred Williams & Co.  
John C. Winston Co.  
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# North Carolina Teachers Journal

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READING ROOM

March  
1948

Official Publication of the North Carolina Teachers Association



JORDAN SELLARS HIGH SCHOOL, BURLINGTON, N. C.

see page 7

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115 E. Hargett Street, Raleigh, N. C.

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# North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA TEACHERS ASSOCIATION

VOLUME XIX

MARCH, 1948

NUMBER 2

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# The Education We Need: The New Versus The Old

An Address delivered at the Piedmont District Meeting, by  
JAMES D. SINGLETARY, *Instructor in Education, Bennett College*

Mr. Chairman, fellow teachers and friends, I am pleased to attend the Principals and Supervisors Section of this, the Piedmont District of the North Carolina Negro Teachers Association. Your topic, "The Education We Need: the New Versus the Old" seems to be quite appropriate for our critical times. Allow me to think through some aspects of this problem with you.

As I think about the word "old," as related to education, I think about the philosophy and psychology symbolized by the Latin Grammar School with its restricted classical curriculum, its emphasis upon mastery of subject matter for subject matter's sake, its disregard for the physical and mental health of students, its consistent use of external control and corporal punishment, and its selected student body. In spite of the fact that the Latin Grammar School has made important contributions to our present day American schools, it is significant that this institution has disappeared because of its inability to adjust to the recent dynamic changes in our social order.

On the other hand, when I think about the word "new," I think about the philosophy and psychology symbolized by the reorganized public schools like the 6-4-4 plan with its fourteen years of public education — six years elementary, four years high school and four years peoples college with a bachelors degree at the end of our current sophomore year; or the 4-4-4-4 plan with its sixteen years of public education—four years primary school which includes the nursery school and kindergarten, four years grammar school, four years high school and four years peoples college like the 6-4-4 plan.

From this point I shall ignore or neglect the versus in your topic. I do not see the advantages nor the need for an either or position.

Rather, I feel that my remaining minutes should be devoted to an analysis of the education we need.

Dr. John Dewey expresses this point of view in *EXPERIENCE AND EDUCATION* (p. vi-vii, The Macmillan Co., New York, 1944) when he states, "those who are looking ahead to a new movement in education, adapted to the existing needs for a new social order, should think in terms of Education itself rather than in terms of some 'ism about education, even such an 'ism as 'progressivism.' For in spite of itself any movement that thinks and acts in terms of an 'ism becomes so involved in reaction against other 'isms that it is unwittingly controlled by them. For it then forms its principles by reaction against them instead of by a comprehensive constructive survey of actual needs, problems, and possibilities."

As I look at it:

1. We need an education that respects and values the personality of each individual student regardless of race, color, class, or social status.
2. We need an education that results in change in the individual student. It might be added that if there is no change, there is no learning and if there is no learning there is no justification for our existence.
3. We need an education that prepares the total individual for living today.
4. We need an education that is as concerned about the student's physical and mental health as most of our contemporary schools are about the mastery of specific facts.

In addition to an awareness of these needs, we should make as direct an attack as possible upon the following:

1. We need members on the

school board who know that their function is to determine policies that will result in maximum personality growth of ALL the children of their administrative unit.

2. We need superintendents who realize that they are the chief executive officer for ALL the children of their administrative unit and that they are professionally responsible for the discriminatory policies of their boards.
3. We need principals who realize that as the local administrative head they are responsible for the growth and development of the teachers and children of their schools.
4. We need teachers who understand the psychology of individual differences, who respect the personality of each individual, who are free to develop a curriculum that could result in maximum student growth, and who are working in an environment that is conducive to desirable personality development.
5. We need parents and other members of the community who are aware of the needs of the school, who appreciate the significance of these needs and who are willing to take the necessary action to meet these needs.
6. We need members of the Teachers Association who are willing to do everything in their power to support THE CONSTITUTION OF THE STATE OF NORTH CAROLINA (p. 23) when it states: Sec. 2 of (Article IX EDUCATION) "General Assembly shall provide for schools; . . . but there shall be no discrimination in favor of, or to the prejudice of, either race."

JAMES D. SINGLETARY.

# Some Official Correspondence

## NORTH CAROLINA TEACHERS ASSOCIATION

Office of the President  
North Carolina College  
DURHAM, N. C.

February 12, 1948.

Dear Member:

Enclosed is a statement from our Executive Secretary, W. L. Greene. I have read with interest what he has to say and I am urging you to make every effort to comply with his request.

The teachers of North Carolina in their last two annual conventions demonstrated by their large attendance and also by the type and kind of legislative action taken, that they are determined to have a dynamic and progressive state organization — an organization that will take all necessary steps to see that the youth of this state will have available to them equal educational opportunities to develop their talents and abilities.

To carry out our program it is necessary for the teachers to pay their annual dues of \$5.00 and it will be of great assistance to your officers in planning and carrying out our program if these dues are paid prior to our annual convention.

May I urge you to collect the dues in your school and forward them to the Executive Secretary at the very earliest possible date.

Sincerely yours,

JAMES T. TAYLOR.

JTT:gud

## NORTH CAROLINA TEACHERS ASSOCIATION

Office of the Executive Secretary  
115 E. Hargett Street  
RALEIGH, N. C.

Feb. 12, 1948.

To Local Unit Leaders of the  
N.C.T.A.

Greetings:

Beginning with the school year 1943-'44, the State of North Carolina put into effect a uniform state-wide salary schedule. This should mean (and does except in a few cities where supplements are not yet equally distributed) that

colored and white teachers receive the same salaries for the same or comparable work when their training and experience are the same as shown on their certificates.

Implied in the foregoing statement is the challenge that both groups of teachers in North Carolina should assume equal professional responsibilities. We are asking that you hold a meeting with the teachers in your local situation and go over the information in this communication. If some doubt the fact that our Association fee is in keeping with standards and trends being established in North Carolina and throughout the nation, this information should be very helpful in showing where we stand with reference to developing standards.

It is very necessary and desirable that **membership fees in our Association be paid in within the next thirty days.** The annual convention requires more and more of the time of the Executive Secretary for coordinating the program and giving directory service. Most of our membership money should be transmitted by mail before the convention meets so that the office staff can be useful in servicing the convention program. Fee collecting service will be provided at the convention but most dues should be sent in advance.

Special attention should be given to full and early payment of dues because:

1. Activities of the Association must be planned and their cost budgeted carefully in keeping with paid up memberships at convention time.
2. Costs are up in every field of activity in which the Association is operating.
  - a. Publication costs are up over 30%.
  - b. Travel costs are up approximately 50%.
  - c. Operating expenses are up more than 50% over 1929 when the \$1.50 fee took care of a much smaller program than the present program of many new developments.

d. The home office building project is an added responsibility and should be provided for now while salaries are relatively high and dollar values relatively low.

e. The Hammocks Beach project should be anticipated in our future budgeting both from the increased fee and from building income once our building is freed from mortgage payments.

f. We should be looking forward toward integration into NEA and full opportunities in the graduate schools of the State. To prepare the way for such progress we need resources comparable to the resources of those associations already enjoying the status we wish to attain.

Yours for continued progress,

W. L. GREENE.

WLG:gud

## ENCHANTMENT

*Pain, sorrow, joy,  
Excitement, evening's peace;  
The world rushes on,  
Leaving scars upon us,  
"But," said the teacher,  
"These disappear  
When entering the classroom.  
There with the innocent,  
The blest!  
The jewels of earth's happiness  
Look with bright eyes,  
Full of love and hope.  
The fountain of youth to be filled.  
Dear God,  
This is real peace;  
May these feet be led  
Into paths of right;  
Citizens true,  
Loyal too!  
Democracy to share!  
Wrong, anger, fear  
Are momentary features.  
These are wonderful creatures."*

By Miss A. M. GILL,  
Peabody School,  
Wilmington, N. C.

# Testing As An Aid In Science

By JOHN L. STEWART, North Carolina College, Durham, North Carolina

It is practically impossible to discuss testing as an aid in teaching science without the use of some philosophy. This generalization is based upon the fact that many of those who have done research in the field disagree somewhat in almost every phase of testing, whether it is used as an aid in teaching science or an aid in teaching in some other field of subject matter.

I think that all of us will agree that the primary object of teaching is learning. In this respect, it should be true that any method we find which improves or stimulates the process of learning is a valid part of our teaching. For the teacher then, I believe the tests ought to: (1) measure the progress of the pupils; (2) diagnose the difficulties of individual pupils; (3) help to emphasize important principles; (4) aid in review of factual

material; (5) help set up a comparative basis for the achievement of different classes which study the same subject matter; (6) give a partial basis for promotion, and (7) be a test of the efficiency of one's teaching.

If we should ask the question: What do we want to measure?—it would perhaps be followed by the question: What criteria or validity shall we apply to our science tests? By that I mean, do we want to find out how many items of information our pupils have retained after "Exposure" to the science material. If this is our objective, then what items should be embodied? Or, do we want to know what generalizations, what big ideas, what fundamental concepts have been retained? Probably we wish to find out how our pupils are using the knowledge gained, and whether they apply this new ma-

terial in their daily thinking or does superstition and ignorance still have the upper hand and are not being eliminated because the pupils are not applying the truths which they have been learning in their science classes. These factors must be considered when we think of testing as an aid in teaching science.

We must endeavor to be as scientific as possible and always remember that the measure of validity is determined by the problem we wish to solve through the medium of the test. If the retention of facts is what we want to measure, then our tests should be based upon factual material. The question immediately arises, are those facts the ones we should have taught? The answer is quite likely to be found in our definitions of the aims and objectives of the course in which the test is being given.

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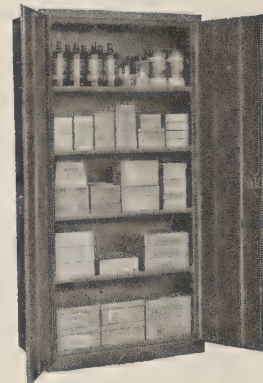
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## ANALYSIS OF TRENDS IN DUES COLLECTED BY STATE EDUCATIONAL ASSOCIATIONS.

The accompanying schedule of State Association membership dues shows the status of those associations in the United States affiliated with the National Education Association whose members receive pay on standard salary schedules. Our association is among those whose members are also paid on a standard salary schedule. Therefore, we are giving an analysis of the schedule of State Association fees for comparison with our own \$5.00 membership fee.

From the accompanying schedule and the NEA membership report as of May 31, 1947, we are able by analysis to derive the following:

1. The average State Association fee in 26 states having uniform fees for all members is roughly \$3.00 (actually \$2.98).
2. 53% of the members of the 26 State Associations pay unified State and NEA dues. These dues average roughly \$6.00 (actually \$5.94).
3. The North Carolina standard unified dues set by the NEA affiliated North Carolina Education Association (white) is \$7.00.
4. 59% of the NCEA members were paying unified NCEA-NEA dues last year. The total average per capita professional dues expected, on the basis of last year's experience, to be paid by NCEA members (white) would be, this year, \$5.78.
5. The \$5.00 fee adopted by our Association is 78 cents per capita lower than the anticipated average per capita in unified dues in the NCEA (white).
6. 16 of the 45 states reported have membership dues varying for different salary brackets. In those states the minimum average state fee is \$2.62.
7. The maximum average in the 16 states having dues varying in different salary brackets is \$5.67.
8. 3 states collect  $\frac{1}{2}$  of 1% of salaries as state association membership dues. This averages \$9.50 in Montana.

9. Nearly all states having low membership dues rank high in educational achievement while those states of low achievement rank are raising state dues or have a higher percentage of teachers paying dues in NEA.
10. The general trend in the nation is toward a professional dues average about \$5.00 per capita.
11. It appears that we are paying a five dollar membership fee to build ourselves up from a status of being behind, to establish our program and make it comparable to those of other associations whose members are compensated by comparable salary schedules. Can we afford to do less than this if we would continue to enjoy an equal status and grow in professional influence locally, regionally, and nationally?

NOTE: Since the accompanying schedule was compiled South Carolina raised state dues from \$3.00 to \$7.00 and Louisiana increased its membership fee from \$2.00 to \$4.00.

<sup>1</sup> NEA JOURNAL—Oct. 1947, page 521.  
<sup>2</sup> NORTH CAROLINA EDUCATION—Jan. 1948, page 262.

## SURVEY OF STATE ASSOCIATION MEMBERSHIP DUES

Made December, 1946

|               |                                                        |
|---------------|--------------------------------------------------------|
| Alabama       | \$2 - \$5 <sup>1</sup>                                 |
| Arizona       | \$3.50 - \$6                                           |
| Arkansas      | \$2 - \$3                                              |
| California    | \$6                                                    |
| Colorado      | \$4                                                    |
| Connecticut   | \$3                                                    |
| Florida       | \$3                                                    |
| Georgia       | \$2                                                    |
| Idaho         | $\frac{1}{2}$ of 1% salaries                           |
| Illinois      | \$2 - \$4                                              |
| Indiana       | \$3.50                                                 |
| Iowa          | \$4.50 - \$6 <sup>2</sup>                              |
| Kansas        | \$3 - \$10                                             |
| Kentucky      | \$2.50                                                 |
| Louisiana     | \$2                                                    |
| Maine         | \$2.50 - \$5                                           |
| Maryland      | \$3                                                    |
| Massachusetts | \$2                                                    |
| Michigan      | \$3.50 - \$4.50 - \$5.25                               |
| Minnesota     | \$5                                                    |
| Mississippi   | \$3                                                    |
| Missouri      | \$2                                                    |
| Montana       | $\frac{1}{2}$ of 1% salaries<br>(Average about \$9.50) |
| Nebraska      | \$2 - \$4                                              |

|                |                                   |
|----------------|-----------------------------------|
| Nevada         | \$1                               |
| New Jersey     | \$3                               |
| New Mexico     | \$5                               |
| New York       | \$1 - \$5                         |
| North Carolina | \$4                               |
| North Dakota   | \$2.50 - \$5                      |
| Ohio           | \$2.50                            |
| Oklahoma       | \$2.50 - \$8                      |
| Oregon         | $\frac{1}{2}$ of 1% annual salary |
| Pennsylvania   | \$2                               |
| Rhode Island   | \$1                               |
| South Carolina | \$2.50 - \$5                      |
| South Dakota   | \$2 - \$5                         |
| Tennessee      | \$2                               |
| Texas          | \$3                               |
| Utah           | \$5                               |
| Virginia       | \$3                               |
| Washington     | \$3.50 - \$4.50                   |
| West Virginia  | \$3                               |
| Wisconsin      | \$2                               |
| Wyoming        | \$3 - \$10 <sup>3</sup>           |

<sup>1</sup> \$999 or below, \$2; \$1,000 to \$1,749, \$3; \$1,750 to \$2,499, \$4; \$2,500 or above, \$5.

<sup>2</sup> Iowa, \$4.50 first \$1,000 salary; \$1.50 for each additional \$1,000.

<sup>3</sup> Wyoming, \$1,500 and below, \$3; \$1,500 to \$2,500, \$5; and all others, \$10.

## 18TH ANNUAL YMCA OLDER BOYS CONFERENCE

To Be Held at the Second Street Branch, Charlotte YMCA, 416 East Second Street, Charlotte, North Carolina, Friday, Saturday, and Sunday, April the 16th, 17th, and 18th, 1948.

Boys from the mountains to the seashore are requested to be present at the 18th Annual YMCA Older Boys Conference of North Carolina in Charlotte. The theme of the Conference this year will be "Building a New Social Order."

The discussion will be centered around five topics as follows: Building a New Social Order in Religion, Building a New Social Order in Education, Building a New Social Order in Health, Building a New Social Order in Economics, and Building a New Social Order in Inter-racial Cooperation.

The registration of the Conference will be on Friday the 16th at 1:00, at this time delegates are expected to be on hand.

High School, Hi-y clubs, YMCA, Gra-y, and any organization of boys are invited to send delegates.

Registration is \$6.50 each delegate. This takes care of six meals, two nights of sleeping, and general conference expenses. Each organi-

(Continued on Page 10)

# The "Hammocks Beach Project"

*Property of Dr. William Sharpe Near Swansboro In  
Onslow County North Carolina*

*By DR. N. C. NEWBOLD, State Department of Education*

A brain specialist in New York, Dr. William Sharpe, owns four thousand or more acres of land on our Eastern Coast near Swansboro in Onslow County. He uses the place partly as a hunting and fishing lodge. For many years he has kept a reliable Negro man, Mr. John Hirst, on the place as caretaker. This man and his family have done so well there, the owner, now an elderly man, has been planning to donate his place to Negroes of the state for some worthy purpose. The wife of the caretaker, Mrs. Gertrude Hirst, who had been a teacher, suggested to Dr. Sharpe that he give the property to the North Carolina Teachers Association to be used as a recreation center by Negroes of the state, that is for educational, religious, and recreational purposes. The property includes four miles of beautiful beach—Dr. Sharpe says "as beautiful as Daytona."

Dr. Sharpe has approved the suggestion made by Mrs. Hirst. He has visited Raleigh for conferences several times. Dr. Erwin and others of us here visited the property, met Dr. Sharpe there, and went over the place. The beach is equal to any I have seen.

At a conference here several months ago, Dr. Sharpe outlined the terms on which he would be glad to give his place, including the four-mile splendid beach, to the Negroes of North Carolina for use as stated above. Former Governor Broughton was at the meeting and he agreed to prepare the deed for the transfer of the property.

When this very interesting project was first mentioned to us, we discussed it with many of our people of both races. After that we invited Dr. Sharpe to come to Raleigh for a conference. He came and

met twenty-five or more leaders of both races in the library of the State Department of Education. He is a most interesting person. Since this first meeting Dr. Sharpe has returned several times for meetings. One of these conferences was held in the Governor's office when some two dozen friends of Dr. Sharpe and the "Hammocks Beach Project" were present. At this conference Governor Cherry offered to do anything that may be possible to aid the colored teachers of North Carolina and their friends to secure this beautiful property from Dr. Sharpe.

The generous offer to give this fine beach and thousands of acres of land suitable for recreational purposes represents an unusual opportunity of a lifetime to North Carolina Negro people. Likewise, it would prove of significant value to the entire state.

It occurs to me the members of the North Carolina Teachers Association would be glad to meet Dr. Sharpe. He is a brilliant brain specialist. He is devoting his time now, and for several months past, visiting Veterans' Hospitals on the Gulf Coast, the Western Coast of our country, as well as in the North and East. He is giving the benefit of his own knowledge and skill in brain surgery to veterans in government hospitals, and I understand is paying his own expenses without any compensation for his services. He is a remarkable man, and has a wonderful history full of service to mankind in America, China, and other areas of the world.

Hundreds of people of both races in North Carolina are keenly interested in securing the "Hammocks Beach Project," as a gift from Dr. William Sharpe.

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# Jordan Sellars High School Band of Burlington Makes Good Record As Music Group

By H. C. GOORE, *Principal*

Growing from a membership of eight pupils, the Jordan Sellars High School Band which was organized in December of 1945 by R. L. Carmical, an ex-United States Marine bandsman, now boasts a membership of 65 including six majorettes.

The band played its first public concert at the Jordan Sellars auditorium on February 15, 1946. This was followed by performances for basketball games, concerts at Hillsboro and Graham, parades at Chapel Hill and Greensboro, and a spring concert consisting of a variety of musical selections.

Having participated in many outstanding events, the band won the honor rating of (I) in Class A competition in the North Carolina State Band Festival which was held in Winston-Salem in 1947. It won \$200 as a first prize which was

given by the Winston-Salem Teachers College Alumni Association on Home-Coming Day last November.

A typical program of concert music played by this organization consists of such selections as "The Red Mill Overture," by Victor Herbert; "Poet and Peasant" overture by Suppe, Meyrelles, Safranek; "Show Boat," an arrangement of Jerome Kern's compositions by Guy Jones; a popular song "Peg O' My Heart;" "Auditorium Session," a symphonic arrangement in modern swing; "Stars and Stripes Forever," by John Phillip Sousa; a trombone novelty; and an instrumental solo with band accompaniment.

During parades the band features marches by such well-known composers and band leaders as John Phillip Sousa, Edward Franko Goldman, and Henry Fillmore. In addition to playing the marches

well, the band performs numerous stunts, which thrill the admiring crowds along the way.

The Band Promoters Club successfully campaigned for and raised more than \$3,000, and outfitted the band in flashy maroon and white uniforms.

Prerequisites for becoming a member of the band include a good scholastic rating, general conduct above the average, courteous attitudes, and by being at rehearsals regularly showing a desire for advancement. The ultimate aim of this organization is to teach intrinsic values of music appreciation, interpretation, and trustworthiness which go into the making of a good citizen.

The bandmaster, Mr. Carmical, teaches a full schedule of mathematics classes. He does the work of developing the band after regular school hours.

## Education and the School

By CLARA CELESTINE BARNES, *Fayetteville State Teachers College*

What is education? There are many definitions for the word education. Dewey says:

"Speaking generally, education signifies the sum total of processes by which a community or social group, whether large or small, transmits its acquired power and aims with a view to securing its own continued existence and growth."<sup>1</sup>

Again Dewey says: "Education may be defined as a process of continuous reconstruction of experience with the purpose of widening and deepening its social content, while, at the same time, the in-

dividual gains control of the mediums involved."<sup>2</sup>

Martin makes the following comment: "Education has always been regarded as a mere means to ends that have nothing to do with it. It is to be expected, therefore, that education in our day should be regarded primarily as a means of entrance to the already overcrowded professions, or to material gain, or better social position."<sup>3</sup>

Regardless of the definition which we accept for education, most of us will generally agree that the chief task set for education is that of **working to upbuild civilization**. The old idea that education is meant only for the young-

er people of society and that it takes place chiefly in the school-room has now passed. On the contrary, education begins in the younger years and continues throughout life seeking to enlarge its views and connections with the outer world.

Every worthwhile agent in life is considered an agent in education. The school is one agent established

(Continued on Page 13)

<sup>1</sup> John Dewey, article on "Education," in Paul Monroe (ed.), *Cyclopedia of Education* (New York, Macmillan, 1911), p. 398.

<sup>2</sup> John Dewey, article on "Education," in Paul Monroe (ed.), *Cyclopedia of Education* (New York, Macmillan, 1911), Vol. II, p. 400.

<sup>3</sup> Everett Dean Martin, *The Meaning of Liberal Education* (New York, Norton, 1926), p. 3.

# North Carolina Teachers Record

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## Representation of All—Difficult But Important

This year, as never before, the weather has played a major role in making it difficult for members of the North Carolina Teachers Association to be free to attend the annual convention. Since the basic term of school was made longer than six months we have not had so great a loss of school time in so great an area of the state. This lost time must be made up and in farming areas it must be made up at the expense of holidays normally taken and Saturdays usually not used as teaching days. Many cities have had to omit some holidays to catch up with predetermined closing dates. In the face of this situation our open convention will run the risk of having an uneven representation of the teaching personnel in the state unless special steps are made to assure the attendance of some teachers from all school systems in the state.

Recently a letter was sent to the superintendents of the state to ask their assistance in helping local teachers associations find ways and means of representation. This plea was made in the belief that either delegates could be selected by the local association and their substitutes compensated by the local organization or that certain administrative and supervisory personnel could be freed from routine and made delegates for the teachers to attend the convention. Let every local system strive to find some way to have representation at the 67th annual meeting. Many issues of great importance must be decided upon and these decisions made should be the decisions of the entire membership of the association as far as possible.

## A Vital Theme For A Critical Time

The theme, "Education for a fuller realization of democracy," chosen this year is in keeping with strong challenges which call for all our spiritual and intellectual resources if they are to be met adequately. There is a national crisis in the trends developing around efforts of the chief executive to make a fuller realization of democracy for all Americans the political order of the day. Our own southern region is in danger of becoming politically reactionary all out of proportion to the inconvenience the majority would face if the program before congress became federal law. Educators must reorientate themselves around the things that are basic in our 'promise of democracy' and be prepared to stem the tide of hysteria and emotional madness which grows out of crises in national policy such as we face today.

## Our Convention Speakers

We are fortunate this year in the availability of unusually well-informed authorities on the subject matter of our convention theme to give inspiration to our activities. Dr. L. P. Jackson who speaks at the first general session has a record of scholarly achievement in the field of history and government as well as an enviable record of accomplishment in directing a department of civic education for Virginia educators. Dr. R. E. Clement is well known as a former North Carolina teacher who became famous as football coach at Livingstone college. His ascent of the educational ladder culminating in his election to the presidency of Atlanta University is an outstanding American success story. He is conversant with higher educational trends in the nation and in the South especially and he is in position to evaluate the issues raised by the efforts of educators to improve opportunities in the southern region for higher education of our future leadership. The Elementary Section is bringing Dr. Erling M. Hunt of Teachers College, Columbia University to speak on "Social Action for Better Living." Dr. Hunt like Dr. Jackson has a record of practical accomplishment to illustrate his treatment of socially important educational issues. Those who choose to attend the Elementary Principals' Department session at 3:30 on Friday will be able to share the inspiration which the section will get from Dr. Hunt serving throughout the day as speaker and consultant. The Department of Agriculture Teachers will have Mr. S. M. Logan, National President of the Agriculture Teachers to address their Friday afternoon session. Those especially interested in rural life programs for education will want to attend this session and hear Mr. Logan. Outstanding within our own membership ranks will be discussions of "The voting Status of Colored People in North Carolina" by Prof. T. L. Spraggins of St. Augustine's College before the General Section Friday Morning, "The Responsibility of Secondary Schools ——" implementing the convention theme by President H. L. Trigg before the H. S. Principals Department, and a presentation of

(Continued on Page 15)

# Outline of Convention Program

## GENERAL SESSIONS

### First General Session

Thursday, March 25, 1948  
8:00 P. M.

Greenleaf Hall, Shaw University

This session will feature Welcome Addresses and Response, the President's Annual Message, the Convention Keynote Address by a Guest Speaker, and important announcements.

### Second General Session

Friday, March 26, 1948  
8:00 P. M.

Memorial Auditorium

This is the public session of the Annual Convention and the address this year will be delivered by Dr. Rufus E. Clement, President of Atlanta University. A social occasion will follow the close of the public meeting at the Washington High School Auditorium.

### Third General Session

Saturday, March 27, 1948  
10:30 A. M.

Greenleaf Hall, Shaw University

This is the annual business session of the Association to which every local Association in North Carolina should send at least one delegate. Action will be taken on reports from the following committees and agencies:

Executive Committee, Legislative and Planning Committee, Research Committee, Constitution Committee, Auditor, Executive Secretary, Treasurer, Budget Committee, Resolutions Committee, Committee on Time and Place, and Elections Canvassing Committee.

The Convention will close following Installation of Officers reported elected by the Canvassing Committee.

## PROCEDURE FOR ELECTION OF OFFICERS

The Constitution of the Association provides that the voting period shall be set from 11:00 A. M. to 6:30 P. M. on the second day of the convention. Accordingly, registration and voting headquarters will be set up in the student recreational center at Shaw University.

Six ballot keepers under the direction of two supervisors will check the membership credentials and issue ballots to members during the voting period prescribed by the Constitution. Each ballot keeper will serve voters from a number of counties, viz. ballot keeper A will check credentials of those working in counties A - C, ballot keeper B will serve counties D-E, etc. There will be at least six groups of counties and the average time for checking credentials with any ballot keeper should be less than one minute. The six should issue ten ballots per minute at the peak of the voting. The balloting will begin promptly at 11:00 A. M. on Friday and doors to the registration headquarters will close promptly at 6:30 P. M.

## SECTION MEETINGS

Friday, March 26, 1948  
10:00 A. M.

### General Section

Greenleaf Hall, Shaw University

All of the teacher groups whose subject matter interests cut clearly across school grade levels have been asked to participate in the General Section pending the desire of any such group to go into the Elementary, High School, or College Section. Departments of **Foreign Language, Home Economics, Vocational Agriculture, Industrial Education, Music, Physical Education, Librarians, Extension Education, and Commercial or Business Education**, are at present grouped in the General Section.

The General session of the Section will meet Friday morning at 10:00 A. M. The program will feature a talk by Prof. T. L. Spragins, Professor of History at Saint Augustine's College on the "Voting Status of the Colored People of North Carolina." A business session will follow. It is very important that this meeting should begin promptly at 10:00 A.M. because the Music Department will use Greenleaf Hall for its program.

### College Section

The College Section will hold all its sessions in Science Hall, Shaw

University. The program will be centered around a symposium on the salaries of college personnel led by Dr. N. H. Harris of Shaw University.

### High School Section

The High School Section embraces three departments at present: High School Principals, Teachers of English and Social Studies, and Teachers of Science and Mathematics. It is very important that a section meeting embracing these three groups meet annually, elect general officers, and project a program which will serve the broad, common interests of the secondary school. It will be necessary for members of this section to meet promptly at 10:00 A. M. on Friday, March 26th in order to get out for their own department meetings later in the morning. A program is being arranged which will feature a short address by an outstanding authority on the Implications of President Truman's Committee Reports dealing with Civil Rights and Education.

### Elementary Section

The general meeting of the Elementary Section will be held in the Auditorium of the Crosby-Garfield School and should begin promptly at 10:00 A. M. Friday morning. Dr. E. M. Hunt of Teachers College, Columbia University, will address the general session. His subject "Social Studies in the Post-War World." Department meetings will be held in the afternoon at Crosby-Garfield School from 2:00 - 3:30 P. M. Principals will participate with Supervisors and Teachers in Department meetings from 2:00 until 3:30 P. M. The Principals' department will hold its session at 3:30 P. M. again featuring Dr. E. M. Hunt in an address, "How can school personnel advance social studies teaching?"

It may be necessary to move the afternoon program back one-half hour to give nearby teachers who may be working on Friday a chance to share in the programs. All interested teachers are invited to share in the program of the Elementary Principals' department.

# Art Crafts in the Public School

By HELEN THOMAS CHICK, Fayetteville State Teachers College, Fayetteville, North Carolina

The philosophy that art is for special groups of children, has changed to include every child who passes through the public schools. All phases of art have their places in the cultural development of children, but chief concern is given here to the art crafts.

The paramount value of the crafts lies in the great amount of satisfaction children receive from being creative. It is through the channel of creative expression that deeper appreciation and greater desires for beauty are developed. When these potentialities are stimulated, children exert effort to see beauty in areas outside of the classroom—in the home, in leisure activities, in character development, and even in vocations. This point of view is widely recognized by educators. Newkirk points out:

... Handwork is now accepted by most educators as an essential part of the educational activities of modern elementary schools. They recognize that its use is closely intertwined with the normal learning activities of children and, hence, that it can not be ignored if the best educational results are to be attained. . . .<sup>1</sup>

If children's products are of utilitarian value, this to some extent is important to them. Most youngsters like to feel that their efforts, in the final analysis, are of material value. However, the teacher should stimulate a desire for beauty so that the utilitarian value will by no means be the only end toward which the child works.

Art materials that are manipulated serve to coordinate the hands, the eyes, and the thinking of children. The teacher should see this as one of the objectives to be accomplished and should work, from the child's first year in school, to provide an effective program to accomplish this aim. Through the entire period of elementary and secondary training, progressive opportunities for manipulating and handling handicraft materials

should be provided. The progressive phase can not be over-emphasized. For example, first grade children can not be expected to handle the materials which may be used successfully by children who have had more years of experience and have developed a greater degree of muscular coordination. Care should be exercised in selecting materials suitable for the child's extent of maturation.

For the most part, art in the public schools is being taught by the regular teacher who may or may not have had adequate formal training in this field to initiate and carry through the art program that she, herself, desires. These teachers can do much, however, to strengthen the program through consulting well selected books and by observing the interests of the children they teach. By those two means teachers can secure a working philosophy as well as a knowledge of art. The child's art work should not be left to chance. Teacher guidance is necessary so that he will not waste valuable time learning through trial and error that which could normally be learned in a relatively short time.

Finally, no task is more important than that of helping children

evaluate the work they do. Victor D'amico says:

... if the child can realize why a special piece of work is good, and can learn to recognize what has gone into its making, he will gain the power of judgment and self-criticism which is in itself an invaluable asset.<sup>2</sup>

Evaluation in terms of "good" and "poor" is weak evaluation, to say the least. Rather, outstanding principles relating to color, proportion, balance, rhythm, emphasis, dominance, subordination, prospective, lines, and form should be recognized by children in connection with evaluating their finished products.

<sup>1</sup> Louis V. Newkirk, *Integrated Handwork for Elementary Schools*, (New York; Silver Burdett Company, 1940) p. 4.

<sup>2</sup> Victor D'amico, *Creative Teaching in Art*, (Scranton, Pennsylvania; International Textbook Company, 1942) p. 86.

## REPORT OF THE NOMINATING COMMITTEE

The Committee on Nominations of the North Carolina Teachers Association met on Saturday, February 7, 1948, at 11:00 A. M. in Raleigh, N. C., in keeping with your instructions under date of January 28, 1948. The committee submits the following slate of nominees for officers and members of the Executive Committee:

President—Mr. H. V. Brown.

Vice-President—Mr. A. H. Anderson, Mr. M. D. Williams.

Recording Secretary — Mrs. Ida H. Duncan, Mrs. E. D. Daniels.

Treasurer—Mr. H. S. Davis, Mr. E. M. Barnes.

Executive Committee—Mrs. L. B. Yancey, Dr. R. P. Daniel, Mr. T. A. Tolliver, Mr. H. D. Cooper.

Signed:

MAE R. WILLIAMS,  
FOSTER P. PAYNE,  
MILTON M. DANIELS,  
W. G. BYERS,  
N. L. DILLARD, Chm.

## 18th Annual YMCA Older Boys Conference

(Continued from Page 5)

zation represented is asked to pay \$1.00 for general registration fee. The number of delegates is not limited. Organizations may send as many as they wish. A good and interesting program is being arranged. There will be inspiring addresses, far reaching experiences, splendid contacts, wholesome recreation, and friendly association. We invite every High School in North Carolina to send delegates.

For further information you may contact Henry T. Johnson, Executive Secretary, North Carolina YMCA Older Boys Conference, Washington High School, Raleigh, North Carolina.

# The Elementary Student Library Assistant Speaks

By MRS. LUALGIA P. FERGUSON, *Librarian, J. C. Price Elementary School, Greensboro, N. C.*

It has been our conviction for quite a few years that elementary school students could make a significant contribution to the administration of the school library. The use of student assistants in our library had its inception during the time when the school library was administered by a teacher-librarian, who spent a maximum time of two hours per day at the "Herculean task." In the beginning, therefore, they were not only assistants but actually student librarians. They made it possible for the library to remain open throughout the school day.

For the past year the school system has employed a full time librarian. But with the multiplicity of services offered by the library, it was imperative to retain the use of the student assistants, to carry on the general routines, while the librarian devoted her time to the personal guidance of the pupils and teachers in the instructional program of the school. Perhaps no other single organized group in the school contributed more to the administration of the school, receives more varied experiences, and contributes more to what we like to call the "democratic way of life."

In the following paragraphs the pupils themselves indicate the numerous tasks they perform in the administration of the library. The notes were written by the pupils themselves with no knowledge of their use, and except for errors in spelling the flavor of their language has been retained.

"I am the captain of the group that works in the library on Tuesday. It is my duty to see that every one who works on Tuesday is in his proper place at his scheduled period. I work at the desk one hour per week. I distribute the classroom newspapers weekly. When it is my

period to work, I dust and clean, check out books, card and shelve them. Not only do I enjoy working in the library, but I also enjoy the many books I am able to read there, and the opportunity to do my other lessons there too." (William Joseph, Grade 8)

"Juanita and I arrive by bus daily. We usually go into the library every morning about 8:10. We card and shelve the books that were left over from the afternoon before, and fix the date due stamper for the day. At 3:30 in the afternoon we come back to the library and check up. Checking up includes counting the cards by classifications, alphabetizing the cards, estimating the attendance for the day, and checking on the magazine and picture circulation." (Grace Dungee and Juanita Brown, Grade 8)

"When I come to the library once a week I card, shelve, charge books, and help the third and fourth grade pupils find the books they are looking for. Each afternoon it is my duty to see that a boy puts the typewriter back into the safe. Every week I put up the new newspapers, and the weekly news map. At odd times I help with the overdue notices, and help get in the overdue books." (Barbara Anderson, Grade 7)

"I always like to come to my period and be on time. Upon coming to my library period I always dust and see that all chairs and tables are placed properly. I never leave without carding and shelving the books that have come in. Once a month Carolyn and I make cards and put date slips in the new magazines, place them in the folders and store the old magazines. During my period I always read the shelves. I also help with arranging displays on the bulletin board. I am presi-

dent of the library club which meets once a month. I preside at all meetings. We usually talk about how to give better service and interesting books we have read." (Janie Featherson, Grade 8)

"While working in the library I card, check out and shelve books; help others to find the materials they are looking for; read the shelves to see if the books are in the right place; fix pockets and date due slips in the new magazines; set the date due stamper; and help with the inventory and discarding of worn books." (Carolyn Foust, Grade 8)

"It is lots of fun to work in the library. My library period is on Friday from 1:30-2:30. I am the captain of the group that works on Friday. When I come to the library I card and shelve the books, along with charging books. Sometimes I read the shelves to see if any book is out of place. So you see it's lots of fun and interesting too, to work in the library." (Evelyn Murry, Grade 7)

"I help in the library by getting the mail, newspapers, and magazines. When I get back to the library I sort the mail and put it in the right place." (William Blackwell, Grade 5)

"On Thursday I go to the children's room who work on that day and remind them to come to their period. I do this because I am the captain on Thursday. On Friday morning from 8:30-9:30 while I am in the library I dust the shelves, card and shelve books, and charge books. When I charge books, I stamp the date due with a little stamper and place the book card in a little tray. Sometimes I have to put a new date due slip in the book. Once a month I help pick out worn books that need fixing." (Gertrude Smith, Grade 6)

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# A Proposed Plan for the Revision of the Social Science Curriculum in Colleges and Universities

By JAMES A. LIVAS, JR., *Department of Social Sciences, St. Augustine's College, Raleigh, N. C.*

## The Nature of the Problem

The designer of the curriculum should be concerned with a program that will solve some of the postwar educational problems, hence, the designer is faced with the task of producing a curriculum that will take care of the following needs:

1. An adequate program in the social sciences so as to take care of the general education of students who are not majoring in social science.
2. An adequate program for those who plan to enter the social science field as a profession, that is, teachers, social workers, economists, supervisors, governmental service, and other areas that require a background in the social sciences. The designer of the curriculum must keep in mind the requirements of various agencies, and the newer trends in higher education that have been revealed through careful investigation of curriculum revisions in various institutions of higher learning. In a few areas, fundamental changes will have to take place in the basic orienting concepts, problems, and ideology.<sup>1</sup> However, this cannot be achieved without cooperation of other departments in the school and without additional cost to the school.

The ending of World War II has brought many new demands upon our curriculum. The curriculum before the war served its purpose, and the curriculum after the war

must serve the needs of the population. Thus the new tasks of education may bring radical changes in the groups education which is to serve their needs.

The shifting of population during the war brought about a greater heterogeneity of grouping of students, which means that the curriculum must be more sensitive than ever to the various academic needs of the students.<sup>2</sup> Since the returning veterans', defense workers' and wartime adolescents' backgrounds, emotional strains, economic and educational needs are different from those of the students of the pre-war age, they will not fit into the usual academic curriculum.<sup>3</sup> It is the task of educators to find areas and new approaches to teaching subject matter so that it will be of interest to the new learners in our institutions.<sup>4</sup>

More than ever, it will be necessary for a reshuffling and revising of the curriculum in order to take care of unforeseen things that may occur in the future.

The revision should be a gradual process rather than a "revolutionary one" every few years. This does not mean the mere adding of new courses without careful planning nor the practice of not dropping old courses because a teacher does not want to prepare a new course of study when the old one has ceased to be of any use.<sup>5</sup>

The designer of the curriculum should see to it that the proposed curriculum will help youths (1) to acquaint themselves with basic needs, (2) to formulate these needs into social purposes, (3) to put these purposes into practical experience and (4) to put this experience into practical outcomes—moral, scientific, and statutory.

## Procedure in Designing the Curriculum

There has emerged a new concept of what the school should teach. It is a concept that the school should give adequate training to all persons of average intelligence. The courses proposed in *A Design for General Education* by McConnell, et al, published by the American Council on Education, 1944, and the *Forty-Fourth Yearbook of the National Society for the Study of Education, American Education in the Postwar Period, Part I Curriculum Reconstruction* give some notion of the new concept.

After careful study of curriculum revision and conferences with curriculum makers, the author has proposed the following pattern after much deliberation:

- I. A program for general education in the social sciences for all students.
  - A. Courses required for all students.
  - B. Electives in the same department or other departments.
- II. A program for professional education, that is, law, social work, and teaching.
  - A. Courses required for all students.
  - B. Courses required to meet professional needs—teaching and other areas.
- III. A program for specialization.
  - A. Subject matter courses.
  - B. Method and technique courses.
- IV. Choice Areas.
  - A. Courses that have special interest to the student in this or other departments.

If the above program is approved, it will lend itself to the

desired goal that education must serve in the postwar world. The program should be flexible enough so as to take care of the various needs of the individuals — whatever they may be.

### Qualification of the Proposed Curriculum

1. The designer is certain that there are some shortcomings in the proposed curriculum, and that all the needs of the students have not been taken care of due to the fact that it is a task to anticipate all future needs of youth. The designer hopes that all who are concerned with youth education will recognize the need of constant revision in the curriculum for the purpose of taking care of current problems. Nevertheless, the designer believes that this is an improvement over the existing curriculum.

2. The designer taking into consideration the size of the school plant and limited finance has more or less adhered to the same pattern of educational theory and practice.

3. The proposed curriculum cannot be measured for its degree of satisfaction in taking care of students' needs.

4. The proposed curriculum will create a few new courses, and some old ones will have to be dropped so that the subject matter may be adequately taken care of.

### Recommendations

After many discussions with groups interested in curriculum revision, the designer finds himself constantly confronted with the problem of making the offerings in social sciences, through revision, to meet the needs of the postwar world. All problems were not solved, and with this in mind, the designer makes without reservation suggestions in the form of "Recommendations" that the following areas will remain open for future study:

1. That an evaluation and revision of the proposed curriculum be made every four years. However, during the life of the curriculum, a special committee should be formed to study the current needs of curriculum revision.

2. That a core curriculum with

other departments in the school be worked out.

3. That a comprehensive examination in the social sciences be given to all majors in the social sciences.

4. That some study be made as to how to coordinate the work of the department with the community.

5. That the faculty will strive to make the proposed program workable.

<sup>1</sup> Hilda Taba, "General Techniques of Curriculum Planning," *Forty-Fourth Yearbook of National Society for the Study of Education*, p. 80.

<sup>2</sup> H. H. Giles, S. P. McCutchen, and A. N. Zechiel, *Exploring the Curriculum*, p. 85.

<sup>3</sup> Hilda Taba, *Loc. Cit.*

<sup>4</sup> Robert M. Hutchins, *Education for Freedom*, p. 66.

<sup>5</sup> *Ibid.*, p. 81.

### Education and the School

(Continued from Page 7)

by society which aids greatly in educating man. Good education makes use of the school. It extends beyond the school as it continues to grow. Such education should and ought to outgrow the school.

The school should reflect all the phases of an individual's life. It should seek to develop leadership and teach the common vocations in society. It should train the individual for a complete social life. The school can aid an individual reach this complete social life through its methods of teaching, its wise choice and use of its curriculum and through its regimen of discipline.

Education and the school should be bound together by common purposes. The activities of school should be connected with activities of the community, thereby giving the individual actual life-situations.

The school should become a center for building civilization. It should help develop character and train the mind, thereby producing good citizens.

Since education is the process that seeks to adjust the individual to his physical, mental, and social environment, the school has an important part to play in helping the individual make the proper adjustments. If the individual can make a successful adjustment, he is called a socially efficient person.

New conditions in this modern

age set the task of the school with great definiteness. It must help lift society to a higher state. The school should serve as a contributing factor to the child's character if he is to be properly educated. It should afford him opportunities to function.

School education is worthwhile. It cannot in itself, suffice for the whole of life. Education is life itself and must continue all through life.

**EDUCATE THE CHILD! BUILD MORE AND BETTER SCHOOLS!**

### The Elementary Student Library Assistant Speaks

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"My period is loads of fun. When I come in I get busy and dust the tables, chairs, shelves and the desk. Next I card all the books and shelve them. When it's my day to work I try to be clean and neat. I try to be very polite to any one who is visiting or asking for information. I help students to find topics in the reference books, and show them how to use the card catalog. When my period is up, I wait for the next person to come in. Most of all I enjoy working at the circulation desk." (Joseph Hughes, Grade 7)

In summarizing we arrive at the following ways in which the student assistant might aid the librarian by doing regular routines, thereby giving the librarian more time for the human side of librarianship.

1. Circulate, card and shelve books.
2. Read the shelves.
3. Arrange bulletin board and other displays.
4. Care for incoming magazines and newspapers.
5. Process books and magazines for circulation.
6. Check daily circulation records.
7. Distribute classroom newspapers and book collections.
8. Pick out worn books for repair or discarding.
9. Assist inexperienced users in selecting books and locating information in reference books, and in the card catalog.

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# *Participation in the 1948 Elections*

## *From Committee for North Carolina Information Service*

A large registration and vote is expected this year because there are five candidates for governor in the field, two strongly supported contestants for Senator, two of the present Congressmen have already announced they will not stand for re-election, and for the first time in a number of years there is a new political party, the Progressive Party of North Carolina, supporting the Presidential candidacy of Henry A. Wallace.

Registration takes place between May 1-15, with the registrars being at their regular polling places during the three Saturdays of that period. In addition there will be another registration period before the general elections on November 2nd. All of the candidates and parties are making plans to put on drives to get new names on the books, as any person who votes in the primaries or the general election must register.

The Democratic and Republican primaries will be held on May 29th. There is almost sure to be a run-off election statewide one month later, on June 26th, because of the number of gubernatorial candidates. Candidates for governor are State Treasurer Charles M. Johnson; former Commissioner of Agriculture Kerr Scott; R. Mayne Albright who was Director of the Unemployment Compensation Commission until he resigned last spring to enter the race and to carry his liberal program directly to the voters in every county in the state; State Representative Oscar Barker of Durham; and Olla Ray Boyd in Pinetown.

The Senatorial race between Senator W. B. Umstead of Durham, and former Governor J. M. Brough-

ton of Raleigh has been under way for some months already, and strong political forces are behind each candidate. The final date for filing in the Democratic Primary does not come until the end of March, but there are certain to be contests for a number of local elections of state legislators also. The Republican Party nominates candidates by convention except in the localities where that party has a large number of voters.

The new Progressive Party was recently organized as part of the national movement to elect Wallace although leaders of the party say there will be candidates for offices here in the state also, who will be selected by delegates to a statewide convention held in the early summer. These candidates will then run in the general election next November along with the Democratic and Republican candidates.

Some 10,000 signatures are required on petitions to put a new party on the ballot in the state, and the Progressive Party has already started circulating the petitions and organizing local Wallace-for-President clubs throughout the state.

Although the state law says only that the signatures must be those of "qualified voters," the Attorney General has said that a "qualified voter" is a registered voter. This is another reason why there will probably be an unusual amount of interest shown in increasing the number of people registered this spring. In signing the petition it will be necessary in addition to giving the name and address of each person signing, the county and the number of the precinct, ward or other election district.

The Progressive Party has established temporary headquarters at 115 Church St., Greensboro, with Miss Mary Price as state chairman and Tinsley L. Spraggins of St. Augustine's College, Raleigh, as

Treasurer. Vice-chairmen include Louis Austin, editor of the Carolina Times, Durham; J. Henry Minor, tobacco workers union leader; John W. Stubbs, Guilford County farmer; and Bill Richardson, Jr., leader in the student movement to elect Wallace. Democratic and Republican local organizations are statewide already, and candidates have their own organizations and headquarters.

In past Presidential election years, about 800,000 votes have usually been cast in North Carolina, with about 500,000 of them being Democratic and 300,000 Republican, except in unusual cases such as the election of 1928 when the state voted for Republican Herbert Hoover against Democratic Al Smith. Just what the tally this year will be is a matter of much speculation in view of the expectations for a big increase in the registration and in the vote and the question as to the size of the vote for former Vice-President Wallace, whose supporters say he is the "political heir" of Franklin D. Roosevelt.

### **The Elementary Student Library Assistant Speaks**

(Continued from Page 13)

10. Perform tasks of library housekeeping.
11. Send over-due notices.
12. Collect over-due books and fines.

Thus, it is obvious that pupil participation in the administration of the library aids the librarian by eliminating time-consuming routines, and at the same time contributes to the social, moral, and educational development of the child. The success of any student assistants group depends upon the philosophy of the school. Whatever the philosophy of the school is, or whatever the purpose of employing pupil help is, social training should be the fundamental objective.

# Motivation for Reading in Pitt County Schools

By MRS. BEATRICE C. MAYE, *Winterville, North Carolina*

Professional meetings centering around Reading highlights teachers meetings of the Pitt County Negro Teachers for November, December and January meetings.

Mrs. Beatrice C. Maye, librarian of Robinson High School, Winterville, North Carolina, chairman; Miss Hazel Jordon, Farmville High School; Mrs. Martha D. Wyche, Pitt County Training School; Mrs. Mary Carraway, Bethel High School; Mrs. Louise P. Ormond, Ayden High School and Miss Reba Proctor, supervisor White High Schools of Pitt County composed the committee.

Discussions centered around the following:

1. What are some ways of stimulating interest in reading?
2. Why do we have poor readers?
3. How can we get children to read?
4. Central libraries emphasized
5. Promotions
6. Grouping
7. Teachers manuals
8. Physical defects as causes of poor readers

We concluded that:

1. Reading is the most important tool
2. Preparation and background are fundamentals in reading
3. Tie-in books with basic reading
4. Use extensively workbooks that go with textbooks
5. Seatwork should be checked either individually or collectively as an aid for teaching or reteaching
6. Assignments in reading are valuable and should be wisely and intelligently made

Mrs. Eva Lewis Bright, reading specialist from Hampton Institute along with a group of third graders from the Farmville High School gave a demonstration at Eppes High School, Greenville, North Carolina to this Pitt County group of teachers January 18, 1948. Posters and teaching aids highlighted her demonstration.

The following points were stressed:

1. Speech defects
2. Physical defects
3. Sentence phrasing
4. Word analysis and drills
5. Listening difficulties
6. Lip movements

7. Capitalization
8. Creative expression
9. Faulty pronunciation
10. Types of readers

She concluded by saying discipline is a minimum when the child is kept busy.

## Our Convention Speakers

(Continued from Page 8)

the Hammocks Beach Project by Mr. W. Collins at the general session Friday evening. The President's annual message Thursday evening will interpret our objectives and project his hopes for our substantial progress on foundations laid during the crisis through which Dr. Trigg and he have led the Association to new heights of professional endeavor.

## The Housing Problem Is Serious

The housing shortage will make it necessary to have all who plan to attend the convention informed of requirements for assurance of accommodations. The convention housing committee CAN ASSURE over-night accommodations to all who write in BEFORE MARCH 19TH. The committee CANNOT ASSURE accommodations unless requests are received by the above date. Charges for room only should be from \$2.00 to \$2.50 per night. Those desiring meals should specifically request them and be prepared to use public eating places in event home meals cannot be arranged. Requests should be sent to the NCTA Housing Committee, Crosby-Garfield School, Raleigh, N. C.

## BUS FOR SALE

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# Weekday Religious Education - The Teaching of the Bible in the Public Schools

By MISS MILDRED KICHLINE, President, Bible Department of North Carolina Education Association, Burlington, N. C.

Any undertaking of real worth will find that it is challenged by groups who may openly oppose it. The teaching of Bible in the public schools has not spread throughout our state and other states unchallenged by opposing groups. This fact does not lessen its importance to the development and education of the child, but only helps those of us who are engaged in the work and who help sponsor and support it to realize its true worth. Humbly we say, Christ himself met many oppositions to his teachings, and may who had a part in trying to put it to an end. But His work lives on to influence all the world from that time to this.

The teachers of Bible in the North Carolina public schools count it a privilege to be a teacher, and to be a teacher of the Bible, a book about which there is such wide-spread ignorance even in a Christian land. The Bible has so much to do with history and the fate of nations. But its greater value is in the moral and spiritual truths it teaches.

North Carolina Bible teachers pay dues to and are members of, not only their own Bible Department of the North Carolina Education Association, but also the local state and national education associations, the Classroom Teachers Association, and other educational and professional groups. Many of our Bible teachers hold office in their local professional organizations.

In most of the communities where the Bible is taught, the Bible teacher is active in community life, particularly in the churches. And in the school he or she cooperates with the other teachers and administration in carrying on the school program. In this way the Bible teacher has a three-fold responsibility—to the pupils she teaches, to the faculty and administration, and to the community through the churches who, in most communities support the work.

Bible teachers of North Carolina are about 120 in numbers, representing more than 229 schools, for some have more than one school. And the work grows. Almost daily letters inquiring about the work, how to begin it, where to find teachers, are being received as evidence of the growing interest in the program.

The pupils they teach include Indian, Negro and white children in both elementary and high schools, a total of 37,518 pupils. And of these pupils 22% do not attend Sunday School.

Of the 119 Bible teachers in the state, 80 are full time, 13 teach Bible part time, and 6 are

ministers. Of these the great majority have their Bible A certificate issued by the Board of Education.

The teachers themselves represent nine different denominations, but in their teaching community they meet and work with the churches of all denominations. The teaching of the Bible is on a non-denominational basis, the emphasis being upon the truths and basic teachings the Bible contains as obtained through a historical study of the Bible, or a study of its great people, or both.

A few of our objectives this year are:

Better teaching: for the sake of Him whom we represent; for the sake of the Divine message we teach; for the sake of the youth in our classes.

Obtaining better curriculum materials, and sharing new found materials and sources of materials with each other.

Keep up with the trends in Weekday Religious Education.

Deepening of the daily spiritual life.

Setting forth the work of Bible teaching in the public schools as a profession.

## An Encouraging Letter

Mr. W. L. Greene, Executive Secretary  
North Carolina Teachers Association  
115 E. Hargett Street  
Raleigh, North Carolina

Dear Mr. Greene:

Our schools will not operate on Saturday, March 27. Our professional organization of which Mrs. Hilda Hayes Fountain is president, has elected seven delegates to represent our teachers at your asociational meeting on March 25-26-27.

The Association, with the cooperation of the Person County Board of Education, has arranged to give each of these delegates \$10 to help defray a part of the expense in connection with the meeting. Other teachers plan to attend on Friday night and Saturday morning.

We believe in the importance of these conventions and are always glad to cooperate and assist in the success of same.

Very truly yours,  
R. B. Griffin  
Superintendent of Schools



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# North Carolina Teachers Journal

U. S. N. C.  
PERIODICAL  
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May  
1948

Official Publication of the North Carolina Teachers Association

## THE ORDER OF AFFILIATION

### In Professional Organization of Teachers

- I. Membership in the State—wide Association open to us.
- II. Active Participation in the LOCAL ASSOCIATION in the administrative unit. This LOCAL ASSOCIATION should be all-inclusive, enrolling all interested educational workers in the area, meeting at the call of ITS OFFICERS democratically elected from the membership, and representative of all educational levels and groups in the local membership.
- III. NEA affiliation is open to the LOCAL ASSOCIATIONS. The FIRST NEA AFFILIATION should be on the part of the ALL-INCLUSIVE LOCAL ASSOCIATION.
- IV. SPECIAL GROUPS SHOULD BE DEPARTMENTS OF THE LOCAL ASSOCIATION. COLLEGE TEACHERS should have a DEPARTMENT OF HIGHER EDUCATION; ADMINISTRATORS, SUPERVISORY OFFICIALS, AND CLASSIFIED PRINCIPALS should have the SCHOOLMASTERS CLUB or its equivalent. CLASSROOM TEACHERS should have their DEPARTMENT OF CLASSROOM TEACHERS. All these and any others should be a loyal part of the all-inclusive local association. None should seek NEA affiliation as a department before seeking to AFFILIATE THE WHOLE LOCAL ASSOCIATION FIRST.
- V. The individual teachers becomes properly, first, a member of the State Association, second, a participating member of the Local Association and through it an affiliate of the NEA, third, a member of One's Own Department according to subject interest and educational level of employment. Authorities agree that progressive teachers should belong to the national organizations serving their subject matter interests. All-inclusive State and Local Associations claim our first loyalty.—Editorial

*Published in January, March, May and October, by the*

NORTH CAROLINA TEACHERS ASSOCIATION

115 E. Hargett Street, Raleigh, N. C.

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# Help the FTA to Grow

By ELVA MAE WATTS,

*Class of 1948, Winston-Salem Teachers College, Winston-Salem*

To have the privilege of speaking to such a large assemblage as this is a very unique experience for me. To have a college student appeal to you for the purpose of requesting you to recruit the best possible persons for teachers in the American schools is probably a unique experience for many of you.

The time has come when educators must no longer await the arrival of the future teacher on the college campus, before they make known the pleasures as well as the vicissitudes of the teaching profession. Educators must go out into the high schools as well as into the colleges and provide the information and experiences necessary to so stimulate the best young people that they will regard the teaching profession as an attractive means of giving service and of enjoying our way of life.

Many young persons who probably would become good teachers never enter the profession because of a lack of adequate information about the organizations connected with it and of the problems and advantages involved.

I would like to tell you of a very grand organization which we have on our college campus: The Future Teachers of America. The organization has the following purposes:

1. To develop among young people preparing to become teachers an organization which shall be an integral part of state and national education associations;

2. To acquaint teachers in training with the history, ethics and program of the organized teaching profession;

3. To give teachers in training practical experience in working together in a democratic way on the problems of the profession and the community;

4. To interest the best young men and women in education as a life-long career;

5. To encourage careful selection of persons admitted to schools which prepare teachers, with emphasis on both character and scholarship and

6. To seek through the dissemination of information and through higher standards of preparation to bring teacher supply and demand into a reasonable balance.

The Future Teachers of America, the junior organization of the National Education Association, seeks to provide for the teachers in training and for high school students the information concerning the experiences with educational and community organizations which they ordinarily would have only after they had been teaching for five or ten years.

The FTA seeks to do for high school and college students what the Experimental Laboratory does for the young scientists and trainees of other professions. We learn by doing. Therefore, the FTA provides numerous activities and materials for practice in developing effective leaders. Some of these activities may be:

1. Learning about Outstanding Leaders in Education.
2. Studying Educational Bulletins.
3. Attending Educational Conferences.
4. Observing the Birthday of Horace Mann.
5. Observing American Education Week.
6. Studying Educational Problems and Developments.
7. Studying the Services of our State and National Organizations.
8. Recruiting Promising High School Students for Teacher Training.
9. Studying Parliamentary Procedure.
10. Sponsoring Lectures and Assembly Programs, and
11. Keeping the Records of the Organization.

No other organization on the high school or college campus gives students the opportunity to engage in many of the experiences which will be theirs if they choose teaching as a career.

The FTA is not just another organization without definite goals. It is not an organization which will soon be forgotten when the students leave high school and college, but it is an integral part of those organizations which for nearly a century have been the policy making bodies in American education.

Do you believe that any persons entering the teaching profession, whether by way of the teachers colleges or through departments of education in other colleges, emerge as leaders without having felt the influence of those fearless and aggressive groups which have contributed so much to the growth and development of the curriculum and increased public support for education?

A chapter of this organization in your college or an FTA club in your high school will provide for your students some of the opportunities which we are now enjoying through the FTA Chapter at the Winston-Salem Teachers College.

There are four representatives of our college chapter present at this convention and one member of the FTA Club of Carver High School in Winston-Salem. We share all the privileges which you enjoy except the privilege of voting. Our college chapter has fifty-six members and is on the Victory Honor Roll of the National Education Association. The high school club has thirty members.

Many of you have received communication from us. We recently sent out letters to every college and to every accredited high school in the State urging the administrations of these institutions to organize FTA Chapters and Clubs.

I hope that the day will soon come when the North Carolina Teachers Association will devote a whole day or part of a day exclusively to FTA.

We are trying hard to spread the influence of the National Education Association and we implore you to help us by organizing in

(Continued on page 19)

# Promoting World Understanding

By JAMES D. SINGLETARY,  
*Instructor in Education, Bennett College*

As teachers of tomorrow's leaders it is important that we think through the problems involved in promoting world understanding. We have just finished a war of force aimed at the military defeat of the Axis powers, but what of our desire to guarantee permanent peace among nations? Have we been as successful in promoting world understanding? Have we used the best possible means to achieve our objective?

Propaganda and education are the two means that I would like to consider with you at this time. As I look at it, propaganda is a plan for spreading a doctrine or a means for promoting the favorable acceptance of a specific point of view, institution, or idea. Its advantage is that it develops a positive attitude towards an idea, institution or point of view; but its disadvantages are: (1) it encourages non-critical acceptance, (2) it promotes antagonism towards differences or innovations, and (3) it tends to be ignorant of changes in the social order or of the effect of social changes upon the advocated idea, institution or point of view. In short, the point of view, institution or idea becomes an end in and of itself.

On the other hand, education is a process of developing individual potentialities towards desirable ends. Its advantages are: (1) it develops the total individual, (2) it results in a change in the individual, and (3) it is evaluated in terms of specific objectives that are in a continuous state of change as there are changes in the social order. Its great disadvantage is that it is a slow process. Ofttimes it must re-educate against cultural propaganda agencies. We must remember that culture is self educative and tends to develop a non-critical acceptance of current dominant institutions, points of views or ideas.

If we accept the position that the only real way to guarantee permanent peace among nations is through racial, religious, ethnic and cultural understanding, it seems

that our problem is essentially an educational one. After all, if our cultural, racial, and religious prejudices have been acquired by each individual during his lifetime; it is an educational problem as to whether he shall learn any more or whether present ones may be unlearned.

While the complete solution to the problem will of necessity take a long time, there is no reason why you should not start *now* to do what you can to develop world understanding. However, before you can effectively use any of the suggestions that I am about to make, you must critically evaluate your personal attitude towards the question of world understanding. Please remember, "What you are will speak so loudly that the students in your classes will be unable to hear what you say."

Having orientated yourself, you can begin at once to raise up a new generation more intelligent about the problems and accordingly more willing to face the evils squarely. Secondly, you can help to mitigate some of the present evils by teaching your students to see the unjust pain which certain of your present thoughtless religious, racial and social practices, and prejudices are inflicting upon your fellows.

To accomplish these ends, you must utilize the knowledge made available by research in many different fields. You must use cultural history and anthropology to broaden the individual's perspective, to free him from assumptions of racial and cultural superiority, and to develop in him a respect for the contributions of all cultures to the comfort, happiness, knowledge, and well being of mankind. You must rely on psychology to give your students an insight into their own minds and emotions, and into the behavior of other people so that they may avoid blind fears, suspicions, and prejudices. From social and moral philosophy you must derive those democratic values and ideals which give direction to social action. Finally you must use so-

ciology to develop in your students an understanding of social processes, to prepare them for social change, and to teach them how cultural contributions of groups other than their own, can help to enrich their personal lives.

It has been suggested that the fundamental basis of this intercultural educational point of view is cultural democracy. Cultural democracy confers on the individual who belongs to any racial, religious, or ethnic group the right to practice and perpetuate his traditional folkways, provided they do not conflict with the democratic practices of the community. At the same time it imposes the obligations of respecting the folkways of other groups. Dr. Margaret Mead expresses this point of view when she states: (FROM THE SOUTH SEAS, p. 322), "If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place."

This intercultural point of view must not be limited to an intellectual approach to problems of race and culture. You should plan non-verbal as well as verbal learning activities—that is you should provide opportunities for practicing intergroup cooperation and good will. Also, you should take care to devote as much attention to developing an appreciation for cultural differences as to providing a critical understanding of them.

I believe that it is only fitting that I should bring this paper to a close by pointing out an important step in this general direction. UNESCO, The United Nations Educational, Scientific and Cultural Organization, is attempting to promote world understanding. In the SURVEY GRAPHIC for November 1947, Dr. George N. Shuster, President of Hunter College, states the following objectives for UNESCO:

(Continued on page 5)

# In Service Growth of Teachers

"How can it be brought about that the teachers . . . shall see themselves, not only as servants of scholarship, but also, in a far deeper sense, as creators of the National intelligence."

Teachers should be active. Activity seems to be at the bottom of all growth. Activity should be purposeful, it should point toward some one end. Activity sets up an anticipating attitude which makes it possible to keep such a relationship to environment as will result in the proper discrimination and selection of stimuli to which one must respond. Kilpatrick distinguishes four steps in the purposeful activity—purposing, planning, executing, and judging.

Growth takes place through the purposeful activity of the staff of a school as the environment stimulates and acts upon the staff. The search for purpose, remote and difficult, results in higher levels of attainment.

Growth involves two changes: (1) learning what is inherent in each step of purposeful activity, setting up new and more fruitful purposes to pursue. In the planning it involves finding and formulating newer and better means of realizing the chosen purpose. In execution and in judging it involves increased ability to find and improve mistakes made in the work. Growth is learning these things. (2) growth takes place through conditioning the drive and response.

There is bound to be growth of some kind so long as life and the problems of life continue: the optimum development can be reached only if the participants believe in what they are doing. The first requirement for growth on the part of the teacher is a faith in the values which are being sought. The teacher must have faith that the teaching job is important to individual human beings and to society. Therefore, the teacher amounts to something—occupies a worthy place in society. It is possible for all students to work hard, intelligently, and happily if the classroom

arrangements are properly devised. The greatest sense of security will come from making needed changes in the educational program which will improve the effectiveness of the democratic values claimed for it and often stated to students, faculty, and parents in reference to the actual practices of the school. The experimental attitude will always be more productive than any other.

A dynamic pattern of curriculum building will lead to better results than repetitive motion; such a dynamic point of view is exemplary of the professional attitude at its best. Every bit of special knowledge, ability, and interest which the teacher has can be used to a greater degree of effectiveness in a dynamic life-problems approach to learning than it can within narrow subject matter boundaries. Faith in the dynamic approach to the creation of learning situations will cause teachers to live their professional lives creatively and devotedly.

All growth toward higher values starts with a challenge, whether consciously or unconsciously recognized and felt. This challenge may come from the teacher himself, from another teacher, from a pupil, from a parent, from an administrator, or from some source outside the community. It might be, then, an idea for combining English Literature with English History—or History as several of our teachers have done in many schools. The challenge may come to a group of teachers to attempt correlation of subjects as was attempted by the seventh and eighth grade teachers of many schools.

All teachers growth begins with discovery, some kind of revelation, and maintains the vitality of continuity in direct proportion to the extent of the enthusiasm which the teacher feels in attempting changes and improvements in the curriculum. Such a discovery or revelation has come to teachers in all fields when their pupils have had a genuine share in determining problems, materials, and methods, and applying what they learn in

some more valuable form than a pencil and paper test.

Participation in planning and in making choices challenges teachers to take responsibility for the most serious kinds of thinking. But within the school it has been shown time and again that it is of small use to give teachers this challenge to responsibility, without giving them authority to act. Teachers soon tire of thinking what to do unless they know that they can actually do it. They must have freedom and security. A school system should be so administered that the supervisory staff, or in most cases, the principal can give that security along with the leadership which will give it a sound basis for continuing as a cause for growth.

It is possible to protect teachers against all their adversaries; especially when they are likely to be adversaries of new ideas—of whatever kind. It is possible, however, to administer an experimental program in such a way as to build self-confidence and mutual confidence among the participants. The pattern for growth requires the administrator and supervising personnel be skilled in the field of human relations. Self-confidence, then, will be found where there is a community of spirit, where there is good will, understanding, and sharing.

With the conviction that "I can do well" must come the conviction that the job is worth doing well, in other words *faith*. A clear concept of the values to be served is important, but beyond the realization of ideas is the feeling that the ideas matter. Here again the personal life determines the professional life. The teacher's perception of the meaning of life determines his attitude toward his work. If he considers teaching merely as a job, to earn money for things that really matter, he will not be likely to throw himself wholeheartedly into the task of developing professionally. If he believes in the ideal of democracy and sees education as a chief means of achieving that ideal, then he is sure to improve his work

in the measure that his zeal for that goal is strong. Here, too, the emotional drive from sharing one's belief with fellow workers is of just as great importance as the intellectual one which comes from sharing in the criticism of ideas.

Among the things that help make teachers grow personally and professionally is the sense of values, the perspective, which comes through the stimulation of wide experience. Educators who were steel workers, porters, coal mine workers, mill workers, factory workers and various kinds of workers before they became subject to the usual restraints on normal living imposed by most communities upon their school men, have a variety of experiences with occupations, handling of materials, and acquaintances with people. This background of experience has brought about an understanding of people and has become paramount in broadening their capacities for facing new circumstances, enlivening a sense of adventure and discovery, and prompting dreams of further discovery. All of these things contribute to an eagerness which makes a growing person and a good teacher. Along with aiding the piercing vision of the adventurous spirit, varied experience is also helpful in disciplining the mind and in developing perspective and constructive self-criticism throughout planning to meet the demands of many situations.

### EXPERIENCES WHICH CAN CONTRIBUTE TO TEACHER GROWTH:

#### Daily Living:

- I. Class Room Practice.
  1. Experimentation within subject field
  2. Cooperative teaching by two or more teachers
  3. Cooperative planning by teachers in various subject fields, the grade Faculty Conferences.
  4. Spring and fall planning—the School Staff as a whole
  5. New materials—the enlargement of resources stimulates larger points of view.

6. Planning with pupils—New methods of work. This involves also counselling a limited number of pupils of a period of time with ample time for individual conferences, recognizing responsibility for the all round development of these children, keeping, interpreting, and acting upon all school records and data concerned with such development

#### II. Department discussions.

#### III. School Policy-Making.

1. Whole staff planning and discussion
2. Spring and fall program building

#### IV. Coordination of Curriculum and of Schools within an Area.

1. Inter-school contacts and conferences
2. School curriculum coordinator or councils
3. Regional and city-wide curriculum councils
4. State Program

#### V. School Community Relations.

1. Home visiting
2. Planning with parents
3. Exhibitions
4. Cooperation with other social agencies

#### VI. Educational Surveys

1. Committees for investigating special aspects of education
2. Affiliation with extended studies

#### VII. Broadening Experience not Primarily Professional

#### VIII. Evaluating issues in community and World Crises

### SPECIAL OR INSTITUTIONAL ORGANIZATION

#### IX. Special Study

1. Summer School attendance
2. Sabbatical leave work
3. Special leaves for study as demands indicate

#### X. Workshops.

1. General
2. Local

3. Normal or institutionally sponsored

#### XI. Institutes and Local Courses of Training

#### XII. Seminars within Schools.

#### XIII. Professional Associations.

1. Meetings, Local, District, State, Regional, National
2. Publications and Pronouncements

Though this is not an all inclusive list, it indicates types of experiences which become important factors in teacher growth.

—M. W. AKINS

Graduate School of Education  
Teachers College  
Columbia University

### Promoting World Understanding

(Continued from page 3)

First, all international educational effort must be free, not committed to any single philosophy or doctrine, not dominated by political forces as such, whether they be dictators or foreign offices.

Second, more and more of the energies expended by the several nations on their own "cultural relations" programs must be siphoned off into a cooperative cultural effort.

Third, this effort must be carefully directed so that although the specific tasks assigned will often be highly specialized, the underlying general purpose—the promotion of understanding among the peoples—always will be kept clearly in view.

Fourth, though direction requires administrative officers empowered to make decisions, these officers must always hear from, have access to, the people.

Dr. Shuster leaves us with this thought, (p. 569, *SURVEY GRAPHIC*, November, 1947), "If we can create a worldwide structure of education in which liberty, service, and courtesy are established as habits or norms, our children will live through a time of invigorating intellectual commerce the like of which the world has never seen. But if we fail to create such an order, rival efforts at indoctrination assuredly will lead to universal repression, sterility and war."

# *The President's Annual Address*

"Fellow Teachers:

It has been a privilege to serve as your president during these past two years, and I take this opportunity to thank each one of you for the confidence imposed in me and for the splendid cooperation which you have given this administration. With your help we have been able to do some very necessary things to make our organization more meaningful to the teachers and to the educational forces in North Carolina.

I will mention briefly some of the more significant measures which you have taken:

First: You authorized the executive committee to purchase a home building and then you voted to underwrite it with yearly dues of \$5 per member. Your president felt and still feels that this was a wise step. Just as owning a farm, or a home in a community adds to the stability and self-respect of a family, the owning of this home by our Association will add to our stability and self-respect. In addition, having gotten into the habit of paying for what we need, we will be more inclined to follow the same procedure in other of our organizational needs and services.

Second, we have revised and submitted for your approval a constitution designed to make our Association more responsive to the will of all the teachers. I hope that you will adopt this constitution when it is presented at the business session Saturday.

Third, we have reorganized sections and departments and attempted to plan our annual convention program cooperatively so that there will be a minimum of conflict in scheduled major events. Thus, teachers can participate in the programs of their specific interests and also be free to hear outstanding guest speakers invited by the sections.

Fourth, we have changed the method of nominating candidates for office in the Association, and have instituted the use of the secret ballot in elections.

Fifth, we have encouraged the organization of strong functioning local units.

I think that our Association is moving in the right direction and I am happy to have been your president during the period that these things were accomplished. I take no personal credit for these accomplishments. These accomplishments represent the dreams and hopes of some of my predecessors in office; they also represent the aspirations and expectations of the rank and file of classroom teachers. None of these things could have been achieved without your wholehearted endorsement and cooperation.

Before I turn to another phase of these remarks, I have one suggestion for you: Having set our face toward the future in planning for a stronger and more professional organization, let us say and mean it, "I will never turn back, no more."

I cannot close these remarks without a word concerning the theme of our annual convention.

The theme of our annual convention is "Education for a fuller realization of Democracy." The essence of democracy is an awareness of the essential worth and dignity of each individual. Any political, economic or educational arrangement that violates this fundamental principle, to the extent of the violation, is undemocratic. Teachers need, therefore, to examine carefully the political, economic and educational organizations in their communities to ascertain to what extent they are functioning to prevent youth from a fuller realization of democracy. Teachers must know the areas in which democratic processes are failing to function; they must be intelligent about the causes of such failures and teachers must plan and set in motion programs to improve democracy.

There is no longer any justification for isolationism in any life, personal or national. No group, organized or unorganized, can seek its own private ends and promote its own welfare without regard for the well-being of other groups or individuals. As individual teachers and as an organization of intelligent, educationally privileged persons, we must concern ourselves with the economic, political and social well-being of other individuals and groups in our community. Teachers cannot afford to play a waiting game in the fight to improve democracy. The time to begin is now. The place to begin is in the school with the youth, but this is only a beginning point. Democratic schools cannot survive in a fascist or communistic society. Teachers and educational leaders must be ever alert to protest and challenge any political, social or economic arrangements that deny any individual or groups of individuals the security, freedom and equal opportunity guaranteed them by the Constitution and the Bill of Rights.

How can we educate for a fuller realization of democracy unless the society in which we live provides the occasion for the practice of democracy in all our human relationships?

Education is a two-fold process: In the first place, it consists in the acquisition of certain knowledges, skills, and techniques; in the second place, opportunity for the use of these acquisitions must be provided. Teachers must not only be diligent in securing the best possible training opportunities for youth, but teachers are obligated to work for the sort of world which will provide youth the best possible opportunities to use the skills and attitudes acquired in school.

Educators have long since realized that it is unwise to train youth for jobs and opportunities which do not exist. What we have not realized is that we cannot train youth in the traditions and philosophy of democracy and then expect large segments of

these youths to be satisfied to live under conditions which violate many of the basic democratic tenets taught them in school. To save youth from frustration and rebellion and the nation from class conflict and racial antagonism, it is the task of educational leaders to take every legitimate step to bridge the gulf between democratic teaching and practice. In this decisive moment, when America is engaged in a great struggle to preserve democratic government elsewhere in the world, it is the duty of each of us to do whatever we can to strengthen and implement democratic practice at home.

We cannot hope to win this fight for democracy in other countries unless individual Americans are willing to practice as well as give lip service to our democratic creed in our local communities. The peoples of the world will not long remember what our representatives say in Paris, London, Moscow and New York, but they will remember what we as citizens do at home. Yes, they will remember and they will judge us and make their decision for or against democracy in terms of our capacity to demonstrate at home the efficiency of our democratic creed and philosophy. Americans of all colors, races and creeds in all sections of the country, must be willing to live by our professed beliefs in freedom, liberty and equality if we want to lead the world to an acceptance of these beliefs.

Shall we win a war for freedom and justice abroad and lose it at home to the bigots and demagogues

among us? Men of good will, North and South, must make serious persistent efforts in their communities to find a realistic and workable solution to the problems which underlie racial tensions. This will mean that no one of us can maintain unchanging attitudes or points of view regarding politics and government, job opportunities, provisions for education of youth, and treatment accorded minorities. Furthermore, if we want to improve democracy in our land, many of us will have to give up some of our prejudices, selfishness, and un-American behavior in dealing with one another and substitute tolerance, patience, and a deep sense of obligation to live as true devotees of a democratic society. Each one of us in his respective community by acts of omission or commission is helping to determine the future course of history.

Here in North Carolina, for more than forty years, we have planned and worked to build a commonwealth in which all men regardless of race, religion, or color, might enjoy those "inalienable rights" set forth so succinctly in the Declaration of Independence. In race relations and in democratic practice, North Carolina has come a long way in these forty years. The South has come to look to us for leadership in all things progressive and liberal, and the Nation has proclaimed us as a different kind of southern state. All of which means that we North Carolinians have taken seriously the challenge of democ-

(Continued on page 15)

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# North Carolina Teachers Record

Official Publication of the

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W. L. GREENE . . . . . *Editor*

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## MINUTES

### OF THE SIXTY-SEVENTH ANNUAL CONVENTION OF THE NORTH CAROLINA TEACHERS ASSOCIATION:

THURSDAY, FRIDAY, AND SATURDAY

March 25, 26, 27, 1948

Raleigh, North Carolina

Convention Theme:

### "EDUCATION FOR A FULLER REALIZATION OF DEMOCRACY"

: : : : : :

The first general session of the North Carolina Teachers Convention was held in Greenleaf Hall, Shaw University, Thursday, March 25, at 8:00 p.m. The audience sang the Star Spangled Banner, after which Dr. O. S. Bullock, Pastor of the First Baptist Church of Raleigh, gave the Invocation.

City Manager, Roy S. Braden welcomed the convention on behalf of the citizens of Raleigh. The following are some of the main points stressed:

"The teachers profession is one of the most underestimated, underpaid in the country." . . .

"We are proud of the work of the teachers in this state. While we are making progress, we still have a long way to go. We probably pay some of our garbage collectors in the city as much as we pay some of our teachers with four years college training who go out to instruct our children in the state." Mr. Braden challenged the teachers to take hold of the young people and teach them that outer show is insignificant, but what they do for permanent improvement is what counts. He cited Abraham Lincoln, Booker T. Washington, and George Washington Carver as examples of fighters from the outside for

things worthwhile. He further stated that it is not what we look like and the show we make, but what we do along the line of teaching children to develop into worthwhile citizens that is important. He concluded his address by quoting: "If you can't be a tree . . .

Mr. D. A. Thomas, Principal of the Fuquay Springs High School, welcomed the Convention on behalf of Raleigh and Wake County, after which Dr. H. Liston, President of Johnson C. Smith University, responded to the welcome addresses. Dr. Liston stated that: "The most important resources we have are the human resources; those wrapped up in our boys and girls, for they will determine the future of our community, state and world. We are interested in seeing that they have opportunities for developing their potentialities.

The speaker interpreted the "opportunity knocks but once" idea as fatalistic and stated that he prefers to think of opportunity as a door but not a knocker. He stated further that "A door may be shut but not locked. When our children find a door locked and the key not there, let us help boys and girls find the key. A key can be fashioned by ingenuity and will-power. In our schools we can provide the facilities, opportunities, environment, and inspiration with which the young people may fashion the key which opens the locked door. We must see that they find the facilities with which to fashion the key.

After we find a second lock born of prejudice, segregation, etc., one of our tasks is to work to bring about a state in our State—a condition that will operate that lock. This must be done through the hearts of men."

## GUEST SPEAKER

Dr. Luther P. Jackson, Professor of History, Virginia State College, was presented to the Convention by President Taylor. Dr. Jackson commended us on our Convention theme and reviewed the work of the Virginia Teachers Association, including a suit on teachers salaries, introduction of five bills to do away with segregation (four of these having to do with transportation and one with public assembly).

The speaker stated that "We don't have as much of this thing we call democracy as we are supposed to have. This statement is not confined to race. It is the job of the school to bring us more of it. The schools have been working on certain phases of our problems for a long time. We've been teaching children how to make a living. Keep this up, but we have another job: we must participate in the affairs of government, we must exercise the franchise—we must get into politics."

Dr. Jackson reviewed the Civil Rights proposal and stressed the fact that our schools can do something about this. He urged us to dedicate our lives to the task of getting rid of prejudice and discrimination. He stated that: "We must not be too reticent about trying to improve conditions because of what we hear. The teachers of North Carolina, irrespective of race, should pay close attention to the proceedings of the legislature here in Raleigh, of Congress, of school boards, etc., lest we lose ground. As a race, we need lobbyists in the legislatures. We

must vote; we must innovate ourselves into all phases of politics; we must run for office—for every office for which we are qualified. We must pile up our voting strength, and we will have many people in our legislatures who will be willing to introduce bills in our interest. We need votes to change conditions."

### WHAT WE AS TEACHERS CAN DO IN OUR SCHOOLS

"College teachers should get off their campuses and away from their immediate work and environments—mingle in the community and find out about pupils background, homes, etc., in order to do a better job by having had contact with the people. College professors have a tremendous opportunity to bring this fuller realization of democracy. Every activity director of a college should carry on his activity on the campus and one in the city. Example: the college choir on the campus and one in the city.

College teachers need to get out into civic leagues, etc., degrees soon get rusty. We need to teach voting. One way to teach is by assigning a lesson by pages, but a better way is to teach by example. Drop a word here and there in the classroom. Often the things we teach informally stick longer and are more effective than those we teach formally.

We must move beyond our own environments; we must mingle with others and think in terms of the other people and their problems, and let us say—*these things concern us all.*"

Vice President, Hugh V. Brown, presented the President of the N. C. Teachers Association, Mr. James T. Taylor, who delivered his annual address, which is printed elsewhere in this issue of the RECORD.

### ANNOUNCEMENTS

President Taylor called attention to the second general session of the Convention as listed in the program and announced the appointment of the committees:

#### Canvassing Committee

Mr. T. A. Parker, Chairman  
Dean W. T. Gibbs      Mr. J. A. Harper  
Mr. C. H. McLendon      Mrs. Bessie Shields Wilder

#### Credentials Committee

Mr. D. A. Thomas, Chairman  
Mr. J. S. Spivey      Miss Mabel Powell

#### Resolutions Committee

Mr. J. M. Schooler, Chairman  
Mr. S. E. Duncan      Mrs. E. H. Brown  
Mr. H. M. Holmes      Mr. H. McDonald  
Mr. G. L. Harper      Mr. C. C. Franks  
Mr. H. C. Freeland      Mr. J. H. Bias  
Miss Ezra A. Bridges

#### Time and Place Committee

Mr. W. A. Foster was appointed chairman of this committee and the president, Mr. Taylor, stated that Raleigh has been very generous in entertaining us for several consecutive sessions and he expressed the hope that we would receive an invitation to meet

elsewhere another year in order that Raleigh might be, at least, temporarily relieved.

Music for this first general session of the Convention was furnished by the St. Augustine's College Choir.

Benediction was pronounced by Dr. O. S. Bullock.

### SECOND GENERAL SESSION

Friday, March 26, 1948

8:00 P.M.

During the second general session of the Convention, which was held in Memorial Auditorium, special emphasis was placed upon the Hammocks Beach Project. Dr. N. C. Newbold of the State Department of Education spoke at length on this matter, citing several interesting incidents in the life of the donor, Dr. William A. Sharpe, a noted brain specialist of New York. Dr. Newbold urged the teachers to set up the necessary machinery to raise money for the development of the "Hammocks" and assured the group that he would be glad to contribute to the same.

Mr. W. R. Collins, Principal of Johnston County Training School, Smithfield, N. C., gave a report on the Hammocks Project. Among other points stressed, Mr. Collins emphasized the fact that: "What we need is money to *develop* the property; not for the purchase of it. This extensive area—between four and five thousand acres, near Swansboro in Onslow County—is a gift of Dr. Sharpe to the teachers if we will only raise \$100,000 for its development. Furthermore, Dr. Sharpe has promised to match this \$100,000 if we raise that amount, and he has promised in addition to this that he will give dollar for dollar if we exceed the \$100,000.

May 15 has been designated as Hammocks Beach Pilgrimage Day when Dr. Sharpe will entertain the teachers." Mr. Collins expressed the hope that all of the approximately 7,000 teachers of the State would take advantage of this opportunity to view the Hammocks.

President H. L. Trigg of St. Augustine's College, who is again serving as Chairman of the Hammocks Board of Directors, was presented to the Convention by the retiring chairman of the Board, Mr. James T. Taylor. President Trigg gave a very vivid description of the property, stressing its general topography, and told the teachers that they could not afford to pass up the opportunity of qualifying as recipients of the "Hammocks" through sponsoring its development.

Miss Elva Watts, President of the Winston-Salem Teachers College Future Teachers of America group was presented by President J. T. Taylor. Miss Watts addressed the Convention briefly. Her address appears elsewhere in the pages of this issue.

Dr. Rufus E. Clement, President of Atlanta University, addressed the group on "Democracy and the South." He spent the first moments recalling past days spent in North Carolina and pleasant associations formed as citizen and educator. He lost no time addressing himself to the question of his and others attendance of the Southern Governor's Conference which discussed the regional school idea.

(Continued on page 12)

NONLITHIC DISCARDED SHUNDS  
TO A GOOD PROPORTION OF  
WHICH SHOULD BE UNDER  
COUNTRY NORTH COUNTRY NEAR THE  
TOWN OF SWANBORO  
SCALE ONE INCH = 600 FT  
Total length new location 107 m

[illegible]

SWANSBORO

| AREAS |   | AREA 1 | AREA 2 | AREA 3 | AREA 4 | AREA 5 | AREA 6 | AREA 7 | AREA 8 | AREA 9 | AREA 10 | AREA 11 | AREA 12 | AREA 13 | AREA 14 | AREA 15 | AREA 16 | AREA 17 | AREA 18 | AREA 19 | AREA 20 | AREA 21 | AREA 22 | AREA 23 | AREA 24 | AREA 25 | AREA 26 | AREA 27 | AREA 28 | AREA 29 | AREA 30 | AREA 31 | AREA 32 | AREA 33 | AREA 34 | AREA 35 | AREA 36 | AREA 37 | AREA 38 | AREA 39 | AREA 40 | AREA 41 | AREA 42 | AREA 43 | AREA 44 | AREA 45 | AREA 46 | AREA 47 | AREA 48 | AREA 49 | AREA 50 | AREA 51 | AREA 52 | AREA 53 | AREA 54 | AREA 55 | AREA 56 | AREA 57 | AREA 58 | AREA 59 | AREA 60 | AREA 61 | AREA 62 | AREA 63 | AREA 64 | AREA 65 | AREA 66 | AREA 67 | AREA 68 | AREA 69 | AREA 70 | AREA 71 | AREA 72 | AREA 73 | AREA 74 | AREA 75 | AREA 76 | AREA 77 | AREA 78 | AREA 79 | AREA 80 | AREA 81 | AREA 82 | AREA 83 | AREA 84 | AREA 85 | AREA 86 | AREA 87 | AREA 88 | AREA 89 | AREA 90 | AREA 91 | AREA 92 | AREA 93 | AREA 94 | AREA 95 | AREA 96 | AREA 97 | AREA 98 | AREA 99 | AREA 100 |
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## MINUTES

(Continued from page 9)

President Clement stated that false impressions had been spread by persons relative to his real convictions concerning regional schools and his and others' motives and activities while in conference with the southern governors. He emphatically denied that he or any of the other three presidents who attended the governor's conference in any way gave the impression that they were in favor of the establishment of regional Universities for Negroes. He criticized the Southern governors for their efforts to circumvent the Supreme Court's decision by attempting to establish regional schools and labeled their activities as un-American. As an alternate, he suggested that Southern Universities might open their doors to Negroes, and that the University of North Carolina might be a good place to begin.

President Truman was lauded for his Civil Rights program, which was viewed as being in line with the ideals of democracy. Teachers were admonished to redouble their efforts toward bringing true democracy to America for all people.

Dr. Clement stated that he saw little good in the Henry Wallace Progressive Party for Negroes. He did not go along with those who accuse Mr. Wallace of being a Communist, but recognized that he was guilty of using persons with previous and present Communistic affiliations in positions of leadership.

## ANNOUNCEMENTS

Mr. J. T. Taylor announced the following Committees:

**Research Committee:**

Mr. E. E. Horton, Chairman

Mr. O. R. Pope                      Mr. J. A. Tarpley

**COMMITTEE ON BOARD OF  
ATHLETIC CONTROL****South East District:**

Mr. F. J. Rogers, Temporary Chairman

Mr. C. J. Barber

**North East District:**

Mr. O. R. Pope

Mr. R. S. Cooper

Mr. John C. Bias

**Piedmont District:**

Mr. W. M. McElrath

Mr. J. E. Byers

**Western District:**

Mr. A. B. Bingham

Mr. F. A. Toliver

The North Carolina Choir of Durham rendered the music for this session.

**THIRD GENERAL SESSION**

Saturday, March 27, 1948

10:30 A.M.

Greenleaf Hall, Shaw University

The final session of the Convention was opened as the audience sang "Lift Every Voice and Sing," after which The Rev. Mr. C. F. Pope of Raleigh offered prayer.

Special recognition was given a group of Future Teachers of America from Winston-Salem Teachers College by President James T. Taylor. The group consisted of Misses Lillian Lawson, Elva Watts

(President), Alma Perkins, Ruth Debnam, and Edena Maryland (a member of the Junior Future Teachers Organization of Atkins High School).

Before going directly into the program as outlined for the closing session of the Convention, President Taylor made the following statements: "The election is over. I want to mention two things: (1) It has always been the procedure to give persons an opportunity to nominate their candidates; you still have that right." Referring to our Convention theme—"Education for A Fuller Realization of Democracy"—Mr. Taylor stated that this must be based upon the integrity of the individuals in that democracy. We can't build democracy on a foundation of half-truths, mis-statements, and propaganda." Items 1 and 2 on the circular "Little ballot" were read to the convention and emphatically branded as false by the Association president.

(2) "You can't undermine the minds of the teachers on one issue and then get them to cooperate on other issues when you want them to. Let us not get into factions; we need unity. Let's support our officers."

At the conclusion of his introductory remarks, Mr. Taylor presented a matter pertaining to the Hammocks Beach Project. He reviewed the personnel of the Hammocks Board of Directors and submitted two additional names that were suggested by the Executive Committee (Mrs. Belle D. McCorkle of Winston-Salem and Mrs. N. H. Martin of New Bern). Mr. F. J. Rogers stated that he felt the State High School Supervisor should be a member of the Board and nominated Mr. S. E. Duncan. Mr. H. Moreland nominated Mr. Carl Easterling; Mr. John Parker nominated Mr. C. A. Click. A motion was carried to close the nomination at this point. The president of the Association explained that the Hammocks Charter specifically calls for two classroom teachers and he also gave light on the necessity of having the elementary teachers considered. In the light of this information following the necessary parliamentary procedure, a motion was carried (offered by Mr. H. Moreland; seconded by Mrs. Maude Jeffers) that the recommendation of the Executive Committee be accepted, whereupon Mrs. Belle D. McCorkle and Mrs. N. H. Martin become the two members of the Hammocks Board at-large.

A motion was made by Mr. J. A. Tarpley, seconded by Dr. H. S. Davis, that the minutes of the last Convention be adopted as published in the May 1947 RECORD. The motion was carried.

Mr. A. H. Anderson, Chairman of the Legislative and Planning Committee, reported that the committee has followed through on the matter of discrimination in the dispensation of local funds. He submitted copies of communications that had passed between the committee and The Honorable R. Gregg Cherry, Dr. Clyde A. Erwin, and The Honorable Harry W. McMullen, (Attorney General). A copy of these communications is attached to these minutes in the Association's files.

Mr. Anderson emphasized the necessity of our getting the facts about discriminatory policies and submitting information we have to the Executive Secretary. In the course of the floor discussion of

this report it was brought out that Greensboro, High Point, and Wilmington are the only cities in North Carolina whose salaries are absolutely equal.

Reverend S. F. Daly made a motion that the report of the Legislative Committee be adopted, with commendations to the members of the Committee for what they have done. The motion was seconded by Mrs. Maude Jeffers and Mr. J. W. Dillard and it was carried.

The Hammocks Ways and Means Committee report was called for. The chairman, Dr. J. W. Seabrook, was absent because he was attending a conference at the University of North Carolina. Mr. W. R. Collins reviewed the observations that were made during the previous night's session. Mr. Collins again stressed the fact that the property must be developed, but it has great potentialities. He urged us to accept the challenge and raise dollar for dollar to match Dr. Sharpe's offer. He suggested, further, that we might start a club today.

Mr. R. S. Cooper suggested that the Ways and Means Committee prepare a pamphlet outlining possible procedures of promotion for the Hammocks Project.

Mr. Carl Easterling reported that the Executive Committee of the Durham Teachers Association met and decided they would support a drive, but would not accept any assigned fee on the Lightner Building. Mrs. Maude Jeffers suggested that we start getting money for the Hammocks development now.

Mr. A. B. Reynolds suggested that the Committee inform the teachers about the project through a booklet. He further suggested that we go to the Beach first on May 15, and follow with campaign later.

Dr. H. L. Trigg, president of St. Augustine's College, made a motion that we have an Association Ways and Means Committee. This motion was amended to read: "That we authorize our representatives on the Hammocks Beach Board to constitute a Ways and Means Committee. Mr. J. A. Tarpley seconded the motion and the motion was carried. Mr. W. R. Collins made the observation that we should have a definite record stating that the North Carolina Teachers Association will sponsor the Hammocks Beach Project. He made a motion to this effect, which was seconded by Dr. R. P. Daniel, president of Shaw University. The motion was carried.

Mr. Marcellus Miller raised the following question: "Are we going on record as sponsoring the Hammocks Beach Project, and will the Association ultimately own the property?" The Chair replied, "Yes, through a Directors Board." Mr. Miller asked: "Are we as instructors in North Carolina in position to accept it? By what right can we accept this gift? Can we not go into it as a community project? Will it not bring discredit upon us? Is it not inhumanitarian? Mr. Miller's queries were interrupted by members of the Convention several times, but President Taylor ruled that democracy was in action in the Convention, and Mr. Miller was allowed to finish before the Chair recognized anyone else.

Dr. Robert P. Daniel stated that Dr. Sharpe is interested in the welfare of people. He also an-

swered some of the questions raised by Mr. Miller, and President Taylor answered the others.

Mr. C. A. Chick asked, "What authority will we have?" The answer given was, "None, except we will always have members on the Board of Control who will act in our interest.

Mr. W. B. Wicker of Sanford stated that we should set up machinery to inform the teachers about the project so they may intelligently act on it. President Taylor stated we do have a committee composed of the four District Presidents and the Executive Secretary who are working on this.

Mr. J. A. Tarpley suggested that we might get an individual whom he knows to make a motion picture reel and circulate the same. This suggestion was referred to the Committee.

The next report called for was that of the Constitution Committee. Mr. J. A. Tarpley, Chairman, distributed mimeographed copies of the proposed constitution (copies of which had also been distributed the day before, and had also appeared in the RECORD) and made a motion that it be adopted. Mr. H. D. Cooper seconded the motion. On an unreadiness, Mr. Carl A. Harris asked, "What are the chief differences between the old constitution and the proposed new one?" The Constitution chairman replied: (1) Larger teacher participation (2) Voting procedures in the main.

Mr. R. S. Cooper spoke to an unreadiness on Article VII, and Mr. Carl A. Harris, on Article IV and V.

A substitute motion was offered by Mr. M. L. Wilson that we consider the proposed Constitution article by article. The motion was seconded by Mr. A. B. Reynolds. Points of objection of this procedure were registered by Mr. A. H. Anderson and Mr. H. V. Brown on the ground that it would be a waste of time, and that both constitutions were published in the RECORD; we should have read it. This substitute motion was lost and we returned to the original motion.

Rev. S. F. Daly attempted to comment on Article IV of the first paragraph, but he was ruled out of order.

Finally, after the Chair had indulged the Convention in a period of democratic discussion of the proposed Constitution, Mr. J. A. Tarpley made a motion that the matter of Constitutional Amendments be deferred another year, giving persons time to get in their proposals on same conditions as last year. The motion was seconded by Mr. H. C. Goore and Mrs. Maude Jeffers. An unreadiness was registered by Mr. A. B. Reynolds who asked, "Can one session of the Teachers Association bind another session of the Association?"

A standing vote was taken on the issue at hand. Tellers were appointed and Mr. Watt, (Afro Reporter) reported 31 votes for the Left isle; Mr. F. J. Rogers reported 26 votes for the Right isle; and Mr. H. V. Brown reported 62 votes for the center section and rostrum. The motion was carried. Mr. J. A. Tarpley stated that he had given much time and energy over a period of months working on the Constitution, but he would not be able to serve the Association further on this particular assignment.

Mr. John H. Moore of the J. B. Blayton & Company (Certified Public Accountants) read the auditor's report. Mr. A. H. Anderson made a motion for the adoption of this report as read. This motion was seconded by Miss Myrtrolene Graye of High Point. A copy of this report is filed with these minutes in the records of the Association.

The treasurer of the Association, Dr. H. S. Davis had mimeographed copies of his report distributed to the members of the Convention. He read his report and Mr. W. R. Collins made a motion for its adoption. Mr. H. V. Brown seconded the motion. Mr. L. H. Hall of Salisbury registered an unreadiness and asked for clarification of the March 18, 1948, \$3,000 receipt item. (See report printed herein). This query was satisfactorily answered by the treasurer and the motion for adoption was carried.

Vice President H. V. Brown read the proposed budget, copies of which had previously been distributed to the Convention members, and made a motion for the adoption of the same. Mr. G. T. Swinson seconded the motion. Dr. Robert P. Daniel suggested that we include somewhere in the Budget some provision for sponsoring the Hammocks Beach Project. The Chair suggested that the Emergency Fund may help in this connection. Mr. W. G. Byers offered a motion that the Elementary Section allotment be raised from \$400 to \$600. Miss Myrtrolene Gray seconded the motion. Mr. J. A. Tarpley spoke to an unreadiness to the effect that this would be in conflict with the Constitution. (See article VII, section 4). The Chair ruled in favor of this interpretation. Mr. O. R. Pope made a motion that the Association authorize the Executive Committee in the event there are surplus funds in the budget, as proposed, which are not used, that the \$200.00 may be relegated to the Elementary Section. Mr. W. G. Byers seconded the motion. Mr. W. B. Wicker registered an unreadiness and insisted that we adhere to the Constitution. Mr. H. D. Cooper raised a question as to whether we need to continue sponsoring a dance. After a brief discussion of this matter, it was decided that the inclusion of this activity will be continued. Mr. Easterling raised a question about the item on the proposed budget pertaining to the "Assistance for Coordinating Athletic and Other Schedules." President Taylor interpreted this item and stated that the Executive Committee recommends that the Association assist in sponsoring this item until such time as the Athletic Association is able to assume full responsibility of the same.

Mr. C. A. Chick referred to the proposed allotment for The Association for the Study of Negro Life and History and the N.A.A.C.P. as compared with amounts allotted for other societies listed, and that some adjustment should be made in this area. A brief discussion followed this suggestion, after which the Chair asked that the Association follow its laws, and get all requests pertaining to the budget to the President of the Association the day before the opening date of the Convention so the Executive Committee might have an opportunity to consider the same in time to act. The proposed budget was adopted as follows:

## BUDGET ADOPTED FOR FISCAL YEAR 1948-49

### Anticipated Income

|                              |             |
|------------------------------|-------------|
| 6,500 members @ \$5.00.....  | \$32,500.00 |
| Net from Building Rents..... | 3,000.00    |
| Advertising .....            | 1,000.00    |
| Placement Bureau .....       | 25.00       |
|                              | <hr/>       |
|                              | \$36,525.00 |

### Proposed Budget

|                                                                  |             |
|------------------------------------------------------------------|-------------|
| President's Office .....                                         | \$ 300.00   |
| Recording Secretary's Office.....                                | 100.00      |
| Treasurer's Office .....                                         | 100.00      |
| Executive Secretary's Office.....                                | 750.00      |
| Executive Secretary's Salary.....                                | 3,750.00    |
| Office Secretary's Salary.....                                   | 1,650.00    |
| Executive Secretary's Travel .....                               | 600.00      |
| Bonds and Audit .....                                            | 100.00      |
| Publishing and Mailing Record.....                               | 2,500.00    |
| Incidental & Mortgage Payments on<br>Building .....              | 6,500.00    |
| Emergency .....                                                  | 500.00      |
| Executive Committee Meetings .....                               | 350.00      |
| Legislative and Research Committee.....                          | 500.00      |
| District Meetings .....                                          | 800.00      |
| General Convention Expenses.....                                 | 600.00      |
| Convention Social Affairs .....                                  | 150.00      |
| Assistance for Coordinating Athletic<br>and Other Schedules..... | 400.00      |
| General Section .....                                            | 375.00      |
| College Section .....                                            | 100.00      |
| High School Section .....                                        | 300.00      |
| Elementary Section .....                                         | 400.00      |
| Interracial Commission .....                                     | 50.00       |
| N.A.A.C.P. ....                                                  | 50.00       |
| American Teachers Association.....                               | 25.00       |
| Association for the Study of Negro Life<br>and History .....     | 25.00       |
| Oxford Orphanage,<br>total budget .....                          | \$21,075.00 |
|                                                                  | <hr/>       |
| Building Fund and Reserve.....                                   | \$15,450.00 |
|                                                                  | <hr/>       |
|                                                                  | \$36,525.00 |

Mr. J. M. Schooler, Chairman of the Resolutions Committee read the report of this Committee and made a motion for its adoption. The motion was seconded by Mrs. Maude Jeffers. Mr. Marcellus Miller stated that some of the resolutions conflict. Mr. H. D. Cooper made the observation that some of the resolutions are for the Executive Committee. The motion for the adoption of the Resolutions Committee's report was carried. The report appears elsewhere in the pages of this issue of the RECORD.

Mr. W. R. Collins revived the Election Slate issue and insisted that two persons be listed as candidates to fill each available office and a motion was made as follows: "That the executive committee be requested to require the nominating committee to arrange

a ballot in keeping with democratic principles and name two persons for each office." This motion was seconded by Mr. W. M. McElrath. The president read the section of the constitution pertaining to this procedure and the amendments of the sixty-fifth Convention. Mr. J. A. Tarpley gently reminded the members of the Convention that Article X, section 2 of the proposed constitution, which the members of the Convention assembled had rejected would have taken care of this point (see proposed constitution).

Mr. H. D. Cooper objected to our seemingly trying to amend the Constitution from the floor. Mrs. Belle D. McCorkle registered the protest that we are playing too much, and challenged us as teachers and leaders to get down to business and cease squandering time.

Mr. W. B. Wicker spoke to a point of order. The motion was voted on and carried.

Mr. George A. Rivers presented a request from the Greensboro *Classroom Teachers* that such a department be created in the State Teachers Association. Mr. Rivers offered a motion to this effect, which was seconded by Mr. N. L. Dillard of Yanceyville. (This matter had been presented to the Resolutions Committee, but did not receive favorable consideration.) Mr. A. H. Anderson reminded the Convention the power to create new departments of the Association rests with the recommendations of the Executive Committee. Mr. S. E. Duncan, a member of the Resolutions Committee, interpreted the Resolutions Committee's action on the question before the house. He stated that the members of the committee were not so sure that the teachers weren't already provided for, and the committee questioned what the function of the department would be since most of the departments of the Association were composed of Classroom teachers.

Dr. R. P. Daniel offered a substitute motion that this matter be referred to the Executive Committee for study and clarification and then referred to the body to be acted upon. Mrs. Belle D. McCorkle seconded the motion. The motion was carried.

The report of the Committee on Time and Place was called for. Mr. W. A. Foster, the chairman, reported that no invitation had been received. He suggested that we leave this item open for future consideration so some one might send an invitation to meet in their city next year.

The executive secretary made the following report:

|                                             |                    |
|---------------------------------------------|--------------------|
| Membership Income .....                     | \$20,516.50        |
| Miscellaneous Income .....                  | 1,476.42           |
| Donations to Building Fund.....             | 484.00             |
| Placement Bureau .....                      | 6.00               |
| <b>Total.....</b>                           | <b>\$22,482.92</b> |
| Enrolled to date members paying \$5.00..... | 3,620              |
| members paying \$2.50.....                  | 981                |
| Future Teachers.....                        | 42                 |
| <b>Total enrollment to date.....</b>        | <b>4,643</b>       |

Mr. Greene recommended that teachers use their school address in sending reports from local units as this will facilitate and speed up the keeping of mailing files up to date.

The Canvassing Committee made the following report:

The balloting on Friday, March 26th, resulted in the election of the following officers for the year 1948-49:

President—Mr. H. V. Brown.

Vice-President—Mr. M. D. Williams.

Recording Secretary—Mrs. Ida H. Duncan.

Treasurer—Dr. H. S. Davis.

To Executive Committee—Mrs. L. B. Yancey, Dr. R. P. Daniel.

The report was submitted by Mr. T. A. Parker, Chairman.

The election of Mr. M. D. Williams to the Vice-Presidency created another place on the Executive Committee. Mr. H. D. Cooper standing next highest in the number of votes received was declared elected to succeed Mr. Williams whose term expires in 1950.

Mr. I. H. Miller of Salisbury conducted the installation of the newly elected officers: Mr. H. V. Brown, President; Mr. M. D. Williams, Vice President; Mrs. Ida H. Duncan, Recording Secretary; Dr. H. S. Davis, Treasurer; Executive Committee: Dr. R. P. Daniel, Mrs. L. B. Yancey and Mr. H. D. Cooper.

Mr. H. Moreland spoke of the splendid work of the retiring president, Mr. James T. Taylor, and called for a rising vote of thanks, which was enthusiastically extended by the body.

Benediction was pronounced by Mr. H. V. Brown.

IDA H. DUNCAN, Recording Secretary.

### The President's Annual Address:

(Continued from page 7)

racy and we have made an honest effort to bridge the gulf between the theory of democracy and its practice.

In 1865, North Carolina was the last state to secede from the union. I believe that it will meet with the approval of most North Carolinians if our State *now* becomes the first of the Southern states to secede from any union of states whose avowed purpose is to deny some American citizens the security, freedom and equal opportunity inherent in a democracy.

The progress which we have made in North Carolina in race relations and the improvement of democracy has been due to a willingness on the part of both races, without bitterness, to hear each other's point of view on controversial issues and seek through conference and friendly cooperation solutions for our difficulties. This is the democratic way—it is the only way that men of good will know and practice. The results which we have attained in our State justify its continuance, and it is my fervent hope that North Carolina will not be persuaded nor coerced to do otherwise.

JAMES T. TAYLOR,

March 25, 1948.

# Lost Colony Sponsors Contest for School Children

## Teachers and Parents Also To Win Prizes

Manteo, N. C., April 8.—*The Lost Colony*, Paul Green's famous symphonic drama, presented each year at Roanoke Island, the site of the first English settlement in America, announces sponsorship of a contest for the school children of North Carolina. The contest will be of particular interest to teachers, since they, also, may win an all-expense trip to the Island.

This is the way it will work: Any boy or girl in North Carolina's schools is eligible to enter. Three prizes will be awarded: one to a boy or girl from the fourth, fifth, and sixth grades; one to a boy or girl from the seventh, eighth, and ninth grades; one to a boy or girl from the tenth, eleventh, and twelfth grades. Each of the three winners will receive a free trip to Roanoke Island for himself, a companion, and for his teacher. The prize includes the fare to the Island and back, tickets to *The Lost Colony*, lodging for the night, meals, a sight-seeing trip to the Wright Memorial at Kitty Hawk, a visit to the beach, and a boat trip around Roanoke Island. In other words, nine all-expense tours of Roanoke Island are being given away as prizes in this unique contest.

When asked about the contest, John W. Parker, General Manager of *The Lost Colony*, explained the organization's interest in this way, "The history of English civilization in America begins with the founding of a colony on the Eastern Shore of North Carolina—"the citie of Raleigh." The site of that daring adventure is now the scene of Paul Green's play, *The Lost Colony*. It is the purpose of this state-supported drama to make history live for us today, to enable us to witness again each year the dramatic story of English colonization in the New World. The story of *The Lost Colony* is part of the heri-



tage of every American. It should be of particular interest to the school children of North Carolina.

"It is with the conviction that every North Carolina school child should know the story of *The Lost Colony* and its importance in North Carolina history that *The Lost Colony Contest* has been instituted. Here is an opportunity to interest our children in an important phase of the history of America. We hope that every teacher in the state will attempt to bring the contest to the attention of her classes. Not only is the material which will be studied of value in teaching history, but we feel that prizes themselves, will have a genuine educational usefulness.

"In order that every teacher and child may learn about the contest and the prizes we are distributing copies of the rules to all schools in the state. We are also sending copies of *The Lost Colony Souvenir Program* to be placed in school libraries throughout the state. Children who want to enter the contest can consult the Program for ideas and material. Teachers can use the

programs to enliven class discussions and arouse interest in the project. If through some oversight, your school has not received copies of this material, they may be obtained from me care of *The Lost Colony*, Manteo, N. C."

The rules of the contest are as follows:

1. All the student has to do is to submit a letter of not more than 150 words on: "Why I Would Like To See *The Lost Colony*."

2. For information about the production study *The Lost Colony Souvenir Program* in the school library and read the published version of Paul Green's play.

3. At the top of each entry, the student must place his name, address, grade in school, the name and address of his school, and his teacher's name.

4. Only one entry may be submitted by each student.

5. Entries must be mailed to *The Lost Colony Contest*, Manteo, N. C.

6. Entries will be judged on the basis of sincerity and originality. All entries will become the property

(Continued on page 17)

# Report of the Resolutions Committee

## of the North Carolina Teachers Association March 27, 1948

Whereas the Sixty-Seventh Annual Convention of the North Carolina Teachers Association has been in session and has been a successful one, we resolve:

1. That we extend our thanks to the Raleigh Public Schools, Shaw University, and Saint Augustine's College for the extension of the many courtesies toward making the meeting a helpful, successful, and pleasurable one.

2. That we extend thanks to all other organizations and persons who made any contribution to the success of the convention.

3. That we offer thanks to the convention speakers who have brought encouragement, enlightenment, and food for thought to us.

4. That we thank, encourage, and extend our good wishes to the Negro Press for its alertness in publicizing our meeting, and for the general way it has kept the live and pertinent issues of civil rights before the people.

We resolve further that:

1. Adequate supervision be provided by the state for all schools, and that provisions for supervision be extended to all local administrative units.

2. That school teachers at all levels give more attention to civic betterment programs in the various areas where they are employed.

3. That we strongly advise that the State Committee on Merit System Rating exercise extreme caution in the exploration and consideration of the provisions of any anticipated merit system, and that if any such system is recommended, to see that the same is scientifically constructed that it will serve as encouragement rather than to the detriment of the Educational System of North Carolina.

4. That this association go on record as opposing Compulsory Selective Service and Military Training on the grounds that (1) defense is adequate at this time under the system of voluntary enlistments, and (2) that any Compul-

sory Selective Service would impede the educational progress of our youth.

5. That we recommend a twelve-month salary for the school personnel of the state.

6. That whereas Dr. William Sharpe out of his generosity and philanthropic spirit has offered to the teachers of North Carolina the Hammocks Beach Tract, and has further offered to match with \$100,000 that amount raised by said teachers:

We unanimously endorse the acceptance of this offer, and go forward with plans for developing the Hammocks Beach Tract.

7. That we commend President Truman for his Civil Rights recommendation to Congress, because we believe it to be in keeping with the best American ideals. That we further and similarly endorse and approve the President's Civil Rights Committee report, and commend the committee for its forthright study and presentation of "To Secure These Rights."

8. That we condemn the regional school idea as proposed by the Southern Governors' Conference, because we believe it to be un-American in its intent, and that it is a scheme for the perpetuation of the inefficient and unjustifiably expensive "separate but equal" school system. We further resolve that: This resolution be put into the hands of the Chairmen of the proper committees, that it may reach the United States Congress, to the end that our opinion on the matter be known by our National legislators.

9. That the Teachers Association recommends the goal of a \$2.400 beginning salary for teachers, plus 16 annual increments of \$100 per year. (This request to be properly made to the next general assembly.)

10. That we request the state to continue matching retirement fund contributions of the teachers as long as they continue to teach.

11. That the progress of consolidation of Negro schools be accelerated with special emphasis on the rural elementary school.

12. That the erection and equipment of standard school buildings with state aid proceed with all possible speed.

J. M. SCHOOLER, *Chr.*

### Lost Colony Sponsors Contest

(Continued from page 16)

of *The Lost Colony Contest*, and the decision of the judges will be final.

7. All entries must be mailed before midnight of June 1, 1948.

When *The Lost Colony* opens on July 1st, it will be entering on its ninth year of production. The play has become one of America's foremost attractions, and a vacation pilgrimage center for the whole nation. It is known far and wide as North Carolina's tribute to American democracy. It has been praised by professional and amateur critics alike, and has been enjoyed by thousands of persons from all sections of the country and from many foreign nations.

Actually, celebrations at this Birthplace of the Nation began in 1880, when the Roanoke Islanders and a group of people from the mainland met for the first time to consider the commemoration of Fort Raleigh with a community festival. But it was in 1937, the 350th anniversary of the birth of Virginia Dare that the present elaborate and exciting drama by Paul Green was first staged. Since then, save for the war years during which a blackout of the coast was required for security reasons, *The Lost Colony* has been an annual event.

The play opens July 1, and runs through September 6th each night except Mondays and Tuesdays.

## THE DEPARTMENT OF BUSINESS TEACHERS

By VEDA S. STROUD  
*Department Secretary*

Twelve teachers of commercial subjects in the schools of North Carolina were present at the meeting of business teachers, a newly organized department of the general section of the North Carolina Teachers Association, Friday, March 26, at 11:00 a.m. The following officers were elected:

Chairman, Miss Hazel V. Clarke of St. Augustine's College

Secretary, Veda S. Stroud of A. and T. College

Mr. C. T. Willis of North Carolina College was appointed chairman of the program committee. Other members of the committee are Mrs. Sawyer, Livingstone College in Salisbury, Miss Priscilla Mebane, Washington High School, Raleigh, Miss Crews, Hillside High School, Durham, and Mr. L. A. Wise, A. and T. College, Greensboro.

At the morning session Mr. J. W. Goodloe, Assistant Secretary and Office Manager, North Carolina Mutual Life Insurance Company of Durham, discussed with the group "The Relationship Between the Employer and Institutions That Train Clerical Workers." Mr. Goodloe stressed the importance and necessity of a closer union between the business world and training institutions if such institutions are to send to the business organizations of the world more marketable products. The speaker indicated both short comings and commendable qualities of young people who seek business employment. As a representative of a modern business organization—modern in its selection and use of equipment and machinery as well as in its methods and procedures—Mr. Goodloe was able to offer first-hand information about the trends in operation of business concerns and to give his listeners an insight into just what the business world expects, yea, demands of its workers.

At the afternoon session the program committee listed the following needs of the business training programs of the state:

1. A state supervisor of commercial work
2. A changed attitude toward commercial and vocational courses
3. Equal certificate rating for teachers and school secretaries where training has been similar
4. Uniform training programs
5. Widened student experiences through student exchange programs
6. Detailed state specifications of requirements for certification in commercial education
7. Distributive education courses controlled by commercial departments

This committee further suggested that we as commercial teachers of the state should go on record as studying business conditions and training programs in the state in an attempt to more closely align the two.

## A CLASSROOM TEACHER CHALLENGES

EDITOR'S NOTE: The suggestions in the following letter should be considered in the light of the message of the front cover of this issue of the RECORD. Be sure to read both thoughtfully.

Dear Classroom Teachers:

This is both a request and a challenge. The request is to organize a Classroom Teachers Association in your city. The challenge is whether or not we can afford to miss opportunities to improve ourselves professionally, whether or not we can pass up opportunities of finding solutions to many of our teaching problems, whether or not we can afford to go unprotected in our professional rights.

The Classroom Teachers Association is a national organization which upholds the heritage of each classroom teacher who is a member. The Classroom Teachers Association not only helps us to improve ourselves professionally but also helps to enrich living, to establish better relations and working conditions between Principal, Teacher and Community, and to solve problems concerning our teaching and our welfare.

The organization is just what its name states. It is for classroom teachers. No administrator can become a member. We are extremely anxious to have each city and

town in the State of North Carolina organize Local Classroom Teachers Associations in order that we may organize a State Classroom Teachers Association.

The membership of our State Teachers Association is made up of 85% or more classroom teachers, yet we play such a little part in the statewide program.

Our object is to organize strong locals in order to work more effectively with the State Teachers Association.

We feel confident that you will consider the request and the challenge for the benefit of all concerned.

There are just three things to do:

1. Send a postal card to Miss Hilda Maehling, Executive Secretary of The Classroom Teachers Association, 1206, 16th Street, Washington, D. C. (N.W.) and request an organization pack.

2. Get busy and call all classroom teachers in your city or town together and organize. You need not wait for 100% attendance.

3. After you have organized, affiliate with the National Education Association. They will send you a charter and other materials. Organize now. Be ready for real work in the Fall.

Very sincerely yours,

Mrs. Corrie H. Hamer,

Pres. Charlotte Negro Classroom Teachers Association.

428 Frazier Ave.,

Charlotte, N. C.,

April 16, 1948.

## STATE BOARD OF EDUCATION

### Teacher Allotment Regulations, 1948-1949 Adopted April 27, 1948

1. The teacher allotment shall be made by districts and by races based upon the average daily attendance for the best continuous six months of the first seven months of the preceding year, 1947-1948, during which continuous six months period the average daily attendance was highest.
2. The teacher load basis shall be as follows:
  - A. The elementary allotment shall be six teachers for the first 171 pupils in average

daily attendance and one additional teacher for each 33 thereafter.

- B. The high school allotment shall be four teachers for the first 80 pupils in average daily attendance and one additional teacher for each 33 pupils thereafter.
- C. In city units having as many as 30 white teachers or 30 colored teachers, one additional teacher shall be allotted to free the principal from teaching duties.
- D. To determine credits for epidemics, there shall be added to the average daily attendance in the elementary school and the high school the average of those absences caused by contagious diseases calculated on the same basis as average daily attendance which occurred during the first seven months of the 1947-1948 school term.

3. Additional Teachers:

A. After two weeks of the school term of 1948-1949, if the average daily attendance will justify, additional teachers may be allotted. If the attendance in a school has been sufficiently great for an additional teacher from the beginning of the term and a teacher has been employed from local or private subscription from the beginning of the term, the teacher shall be allotted retroactive to the beginning of the term or as many days as such teacher may have taught.

B. Elementary Schools: One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 34 pupils in average daily attendance.

C. High Schools: One additional teacher shall be allotted when it can be reasonably determined that the teacher load will be as many as 34 pupils in average daily attendance.

4. Transfer of Teachers:

Permission of the Controller's office shall be secured before making a transfer of a teacher from the elementary school to

the high school or from the high school to the elementary school, and such permission shall be given only in case the teacher load will justify such transfer.

5. It is expected that each administrative unit will refrain from employing a teacher, although allotted, when it is found that the pupils enrolled from the succeeding year are insufficient for such a teacher.
6. Credit for the allotment of high school teachers shall be given only for those pupils who have completed the eighth grade. Those who have completed the seventh grade must be counted as pupils in the elementary school.

### Help The FTA To Grow

(Continued from page 2)

your high schools and your colleges a chapter of the FTA.

(Information concerning the organization of an FTA chapter or club may be secured by writing to the NEA or to the Alpha Theta Pi Chapter of the Future Teachers of America, Winston-Salem Teachers College, Winston-Salem, North Carolina.)

(A speech made by Miss Elva Watts at March 1948 convention of the North Carolina Teachers Association.)

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## Development

### COMMUNITY QUOTAS BASED ON NUMBER OF TEACHERS EMPLOYED

Approved May 15, 1948 by the "Hammocks" Boards of Directors

|                   |          |                   |        |                    |         |
|-------------------|----------|-------------------|--------|--------------------|---------|
| Cherokee County   |          | Thomasville*      | 246.06 | Onslow County      | 533.13  |
| Clay County       |          | Lexington*        | 259.73 | Rockingham         | 533.13  |
| Graham County     |          | Buncombe County   | 259.73 | Washington*        | 533.13  |
| Albemarle*        |          | Leakesville*      | 259.73 | Perquimans County  | 546.80  |
| Sanford*          |          | Lumberton*        | 273.40 | Gates County       | 587.81  |
| Mitchell County   | \$ 13.67 | Rockingham*       | 273.40 | Rutherford County  | 601.48  |
| Swain County      | 13.67    | Chapel Hill*      | 273.40 | Forsyth County     | 615.15  |
| Andrews*          | 13.67    | Lincoln County    | 273.40 | Washington County  | 628.82  |
| Yancy County      | 13.67    | Tyrell County     | 273.40 | Lee County         | 628.82  |
| Madison County    | 27.34    | Weldon*           | 273.40 | High Point*        | 642.49  |
| Canton*           | 27.34    | Davie County      | 273.40 | Brunswick County   | 656.16  |
| Elkin*            | 27.34    | Shelby*           | 273.40 | Iredell County     | 656.16  |
| Alleghany County  | 27.34    | Catawba County    | 273.40 | Jones County       | 656.16  |
| Avery County      | 27.34    | Kannapolis*       | 273.40 | Kinston*           | 669.83  |
| Murphy*           | 27.34    | Wadesboro*        | 273.40 | Vance County       | 683.50  |
| Haywood County    | 41.01    | Elm City*         | 287.07 | Richmond County    | 683.50  |
| Ashe County       | 41.01    | Randolph County   | 287.07 | Fayetteville*      | 683.50  |
| Watauga County    | 41.01    | Franklin County   | 300.74 | Moore County       | 683.50  |
| Macon County      | 54.68    | Statesville*      | 300.74 | Wilson*            | 765.52  |
| Henderson County  | 54.68    | Morven*           | 314.41 | Chatham County     | 792.86  |
| North Wilkesboro* | 54.68    | Currituck County  | 314.41 | Oxford*            | 792.86  |
| Dare County       | 54.68    | Pasquotank County | 314.41 | Wilson County      | 806.53  |
| Jackson County    | 68.35    | Red Springs*      | 314.41 | Scotland County    | 806.53  |
| Tryon*            | 68.35    | Concord*          | 328.08 | Hoke County        | 820.20  |
| Transylvania      | 68.35    | Whiteville*       | 328.08 | Union County       | 833.87  |
| McDowell County   | 82.02    | Cabarrus County   | 355.42 | Beaufort County    | 833.87  |
| Glen Alpine*      | 82.02    | Hamlet*           | 355.42 | Guilford County    | 847.54  |
| Polk County       | 95.69    | Clinton*          | 382.76 | Person County      | 874.88  |
| Lincolnton*       | 95.69    | Tarboro*          | 396.43 | Alamance County    | 874.88  |
| Marion*           | 109.36   | Burlington*       | 410.10 | Goldsboro*         | 902.22  |
| Burke County      | 109.36   | Edenton*          | 410.10 | Craven County      | 929.56  |
| Kings Mountain*   | 109.36   | Laurinburg*       | 432.77 | Greene County      | 929.56  |
| Surry County      | 123.03   | Reidsville*       | 423.77 | Rocky Mount*       | 943.23  |
| Caldwell County   | 123.03   | Stanley County    | 437.44 | Rowan County       | 943.23  |
| Mooresville*      | 123.03   | Pamlico County    | 437.44 | Asheville*         | 943.23  |
| Hendersonville*   | 136.70   | Hyde County       | 464.78 | Gaston County      | 943.23  |
| Pinehurst*        | 150.37   | Fairmont*         | 464.78 | Granville County   | 984.24  |
| Asheboro*         | 150.37   | Salisbury*        | 464.78 | Pender County      | 997.91  |
| Chowan County     | 150.37   | Gastonia*         | 478.45 | Lenoir County      | 997.91  |
| Davidson County   | 150.37   | Elizabeth City*   | 492.12 | Caswell County     | 1093.60 |
| Yadkin County     | 150.37   | New Bern*         | 505.79 | Anson County       | 1148.28 |
| Mount Airy*       | 150.37   | Durham County     | 505.79 | Franklin County    | 1175.62 |
| Newton Canover*   | 150.37   | Greenville*       | 519.46 | Raleigh*           | 1216.63 |
| Lenoir*           | 164.04   | Henderson*        | 519.46 | Martin County      | 1216.63 |
| Cherryville*      | 164.04   | Montgomery County | 519.46 | Wayne County       | 1257.64 |
| Madison*          | 171.71   | Orange County     | 519.46 | Cumberland County  | 1284.98 |
| Stokes County     | 171.71   |                   |        | Harnett County     | 1298.65 |
| Fremont*          | 171.71   |                   |        | Sampson County     | 1312.32 |
| Morganton*        | 171.71   |                   |        | Cleveland County   | 1325.99 |
| Alexander County  | 191.88   |                   |        | Edgecombe County   | 1380.67 |
| Southern Pines*   | 218.72   |                   |        | Bladen County      | 1353.63 |
| Monroe*           | 232.39   |                   |        | Columbus County    | 1408.01 |
| Camden County     | 232.39   |                   |        | Johnston County    | 1408.01 |
| Hickory*          | 232.39   |                   |        | Hertford County    | 1408.01 |
| Wilkes County     | 232.39   |                   |        | Mecklenburg County | 1421.68 |
| Currituck County  | 232.39   |                   |        | Greensboro*        | 1449.02 |
| Roanoke Rapids*   | 246.06   |                   |        | New Hanover County | 1531.04 |
|                   |          |                   |        | Nash County        | 1544.71 |
|                   |          |                   |        | Duplin County      | 1544.71 |
|                   |          |                   |        | Robeson County     | 1585.72 |
|                   |          |                   |        | Bertie County      | 1831.78 |
|                   |          |                   |        | Northampton County | 1845.45 |
|                   |          |                   |        | Durham*            | 1845.45 |
|                   |          |                   |        | Warren County      | 1941.14 |
|                   |          |                   |        | Pitt County        | 2077.84 |
|                   |          |                   |        | Charlotte*         | 2282.89 |
|                   |          |                   |        | Wake County        | 2337.57 |
|                   |          |                   |        | Winston-Salem*     | 2556.29 |
|                   |          |                   |        | Halifax County     | 2720.33 |

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Volume XIX  
Number 4

MEMBERSHIP OVER

North Car.

# Teachers Record

L. U. N. C.  
PERIODICAL  
READING ROOM

October  
1948

U. N. C.  
CAROLINA ROOM

*Official Publication of the North Carolina Teachers Association*



PROGRESSIVE TEACHER AND PUPILS PROUDLY DISPLAY CIRCUS ANIMALS

*Published in January, March, May and October, by the*  
**NORTH CAROLINA TEACHERS ASSOCIATION**  
115 E. Hargett Street, Raleigh, N. C.

Entered as second-class matter January 15, at the post office at Raleigh, North Carolina, under the Act of March 3, 1879

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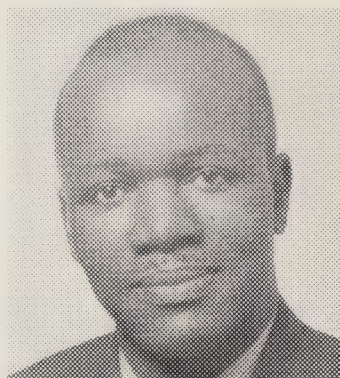
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## Visual Education Directors for Colored Schools and Churches

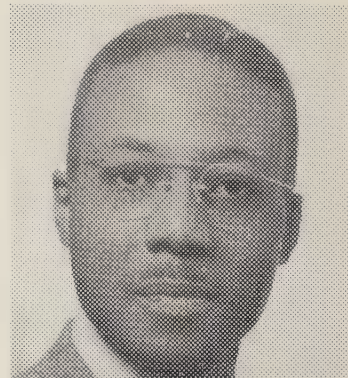
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# North Carolina Teachers Record

OFFICIAL PUBLICATION of the NORTH CAROLINA TEACHERS ASSOCIATION

VOLUME XIX

OCTOBER, 1948

NUMBER 4

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SUBSCRIPTION PRICE: \$1.50 a year.

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Membership Dues in North Carolina Teachers Association, \$5.00 per year, which entitles each member to four consecutive issues of the NORTH CAROLINA TEACHERS RECORD.

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W. L. Greene, 115½ E. Hargett St., Raleigh, N. C.

## The President's Program

### To The Seven Thousand Colored Teachers In North Carolina

Greetings:

Realizing the tremendous task and responsibilities of the high office to which you have elected me, I am invoking the blessings of the Almighty and soliciting the counsel and cooperation of all of you to the end that the objectives to which we are now setting our hands shall be successfully achieved and to the glorification of all the teachers and the children they teach all over this great state.

To this end I am submitting to the Executive Committee at its meeting on Oct. 2nd the following objectives as the program for the District meetings, the local units, and the individual teacher who might not be so connected:

1. Completion of the \$100,000.00 drive for the promotion of The Hammocks Beach project by Dec. 15th.



H. V. BROWN, President

2. Organizing local units and class-room teachers organizations in every administrative district in the state.

3. To complete the renovation of the Association Building for use by the Association and other occupants; and to substantially continue to reduce the indebtedness on the building to make possible the entire liquidation of the mortgage by 1950.

4. Planning a definite study of the Association needs as implied in the proposed constitution or a revision thereof looking toward an adoption at our Annual Convention in 1949.

5. Guidance of our Legislative and Research committees toward a vigorous program of activities which will raise the prestige of the Association in the minds of the teachers as well as the laity all over the state. (Continued on Page 2)

# A Unit On Mexico

By MRS. GERTRUDE A. WINSLOW, 7th Grade Hillside High School, Durham

## Problem

How can we become well acquainted with our Southern neighbor?

## Objectives

1. To know our next door neighbor better;
2. To develop understanding and friendliness toward the people of Mexico;
3. To acquaint the children with a type of life different from their own;
4. To build an appreciation of the necessity of "Friendship," and,
5. To compare the similarities and differences in the Mexican's ways of living with our own.

## Procedure

Discussion—Various ways of transportation (Pupils choose individual methods of travel).

1. By reading books, newspaper articles about the people in Mexico;
2. By studying pictures showing the activities of the people; and
3. By correspondence with schools in Mexico (if possible).

## Activities

1. Studying railroad and airplane folders to determine routes.
2. Making map of Mexico with pictures showing the various resources.
3. Mexican bulletin board—pictures, newspaper clippings, original poems, etc., about Mexico.
4. Study of characters in books read (especially "Tito of Mexico").
5. Mexican booklets—showing samples of research work.
6. Letters describing an imaginary trip to Mexico.
7. Creative work — pictures drawn showing scenery.
8. Mexican pottery made of clay.
9. A word list of 50 words used while studying the unit.
10. Original stories written by pupils about countries visited through reading books.
11. Compositions describing some typical Mexican dishes such as Frijoles, Puchers, Chili con Carne, Tamales, etc.
12. Assembly program—Theme,

"Let's Visit Mexico."

13. Mexican exhibit (open to public).

## Correlation

Music—Mexican folk songs.

Art—Map of Mexico showing resources (pictorial).

Pictures of figures showing national costumes (water colors).

Frieze showing costumes.

Physical Education — Mexican dances.

Arithmetic—Graphs comparing population growth of Mexico with that of our own country.

Nature Study—Familiar birds of Mexico.

Language, Composition and Spelling—Original poems.

Letters written to friends telling about a trip to Mexico City, interesting places visited via books read.

Unfamiliar words used while studying the unit.

History—Early history of Mexico.

## American Education Week Stresses Freedom Theme

(N. C. Public School Bulletin, Oct., 1948)

Emphasis of American Education Week, November 7-13, is upon the role of education in **Strengthening the Foundations of Freedom**, it is announced by Agnes Samuelson, Assistant Editor, Journal of the National Education Association. The daily topics, Miss Samuelson states, gear into this theme by pointing up critical areas in which speedy advances must be made if schools and colleges are to be equipped in terms of the size of their tasks.

The 1948 program is the 28th observance of American Education Week. This celebration is held in November beginning on Sunday of the week which includes Armistice Day. It is sponsored by three national organizations with over nine million members: the National Education Association, American Legion, National Congress of Parents and Teachers; and

the U. S. Office of Education.

While the problems facing the schools are continuous, the values of American Education Week for focusing the attention of the nation upon them are enormous. American Education Week is a good time to review the place of education in the lives of children and the security of the republic, appraise current programs in the light of new needs and conditions, and plan new lines of action. If every school and college participates effectively, significant results can be expected during the entire year.

## The President's Program

(Continued from Page 1)

6. To seek a renewal of and greater participation of our college presidents, deans, and college workers in general in the affairs of the Association.

7. Securing greater attention and support of the national organization, The American Teachers Association, looking toward a greater number of paid memberships among our teachers.

To secure these objectives, we need the wholehearted support of every teacher within the confines of this great state. We respectfully request every one of the four District Associations and every organized unit to list these objectives among any others which may be chosen by the teachers as the basis of a progress report at our next spring's convention in Charlotte.

Faithfully yours,

H. V. BROWN, President.

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BOBBY BRINKLEY, Mgr.

# Audit Report

## August 31, 1948

### NORTH CAROLINA TEACHERS ASSOCIATION

Raleigh, North Carolina

Charlotte, North Carolina  
September 17, 1948

Executive Committee  
North Carolina Teachers Association  
Raleigh, North Carolina.

Ladies and Gentlemen:

Pursuant to instructions we have audited the financial records of the NORTH CAROLINA TEACHERS ASSOCIATION, Inc., in both, the Executive Secretary's Office in Raleigh, North Carolina, and the Treasurer's Office in Oxford, North Carolina, for the period of September 1, 1947, through August 31, 1948, and herewith present our report consisting of three exhibits and three schedules along with these comments.

#### SCOPE OF AUDIT

We examined four different receipt books in the Executive Secretary's Office,—Membership Dues, Donations, Placement Bureau and Miscellaneous, tracing all receipts into the bank deposits, likewise all disbursements by the checks and debit memos returned by the depository bank in Raleigh, North Carolina.

We examined the receipts of money transmitted to the Treasurer's Office by the Executive Secretary and traced all vouchers requesting payments which were signed by the President, Recording Secretary and Executive Secretary, through the checks issued by the Treasurer and returned by the depository bank in Oxford, North Carolina.

#### BALANCE SHEET

The Cash in Banks amounts to \$7,326.11. The Treasurer holds one U. S. Savings Bond, Series F, No. M226741F, dated May 1, 1942, and maturing in twelve years. This bond was purchased in 1942 for \$740.00 and has a maturity value of \$1,000.00.

An inventory of the Office furniture and equipment was taken by us. All equipment purchased this year was valued at cost price, the other furniture and equipment was brought over from the audit of last year. All other furniture and equipment not shown in this inventory belongs to the landlord.

The Association purchased the Lightner Building in Raleigh, North Carolina, on October 1, 1946, for \$55,000.00. A down payment of \$10,000.00 was made and a mortgage of \$45,000.00 was made on October 1, 1946, to be repaid at the rate of \$443.91 per month, which would amortize this building in 10 years. All payments have been made to date plus an additional payment of \$10,000.00 to reduce the principal by that amount. To date, the balance due on the building is \$28,782.95.

#### RECEIPTS AND DISBURSEMENTS STATEMENT

Each of the four receipt books were carefully examined. There were receipts totaling to \$27,438.81 during the year; this added to the Cash on Hand, September 1, 1947, of \$9,042.96 gives a total cash during the year of \$36,481.77. The disbursements for the year amounted to \$29,149.66, this leaves a balance of \$7,332.11. However, the Executive Secretary has one uncollectable check for \$5.00 and a mutilated money order for \$1.00, which when subtracted from the balance of \$7,332.11 gives us a Cash on Hand, August 31, 1948, of \$7,326.11.

### COMPARATIVE STATEMENT OF BUDGET WITH ACTUAL EXPERIENCE

For the convenience of all we have prepared this statement to show how close the Association operated on the budget that was prepared at the beginning of the fiscal year. The total receipts were \$27,438.81 as compared with the expected receipts of \$20,805.00, which means that the Association went over its expectations by \$6,633.81. It is interesting to note that the membership dues collected exceeded the expected income by \$8,139.00. The actual disbursements of \$29,149.66 exceeded the budgetary disbursements of \$20,725.00 by \$8,424.66. The Executive Committee paid an extra \$10,000.00 on the building in addition to making each of the monthly payments to reduce the mortgage on the building to \$28,782.95.

#### SCHEDULES

We have prepared three supporting schedules to fully explain the three exhibits.

#### RECOMMENDATIONS

We wish to make the following recommendations:

(1) Since the Association has grown from the size of a \$4,000.00 organization to a \$64,000.00 organization, we think it is wise for the Executive Committee to consider raising the required bond on the Executive Secretary and Treasurer to a higher amount.

(2) That a system of bookkeeping be installed whereby the receipts and disbursements be recorded in suitable books which would enable the Executive Secretary to know how much has been received and disbursed at all times. This system would show how well the Association is operating on its adopted budget as given at the beginning of the year.

#### GENERAL

We found the receipt books in the Executive Secretary's Office and the vouchers with the attached cancelled checks in the Treasurer's Office kept in numerical order which assisted us greatly in making this audit.

Based upon the examination of the records of the Executive Secretary and Treasurer, we are of the opinion that all funds have been carefully and honestly handled and are fully accounted for.

We wish to thank Mr. W. L. Greene, Executive Secretary, his staff in Raleigh and Dr. H. S. Davis, Treasurer, in Oxford for the excellent cooperation given us while making this audit, and we are glad to have had this opportunity to serve you again.

Very truly yours,

JOHN H. MOORE,  
Public Accountant.

J. B. Blayton & Company  
CERTIFIED PUBLIC ACCOUNTANT  
420 ½ East Second Street  
Charlotte, North Carolina

#### EXHIBIT "A"

### NORTH CAROLINA TEACHERS ASSOCIATION

Raleigh

#### BALANCE SHEET August 31, 1948

##### ASSETS

|                                   |        |
|-----------------------------------|--------|
| Cash in Banks:                    |        |
| Mechanics & Farmers Bank, Raleigh |        |
| (Schedule 1) .....                | \$ .05 |
| Union National Bank, Oxford       |        |

|                                     |                    |
|-------------------------------------|--------------------|
| (Schedule 2) .....                  | 7,326.06           |
| Total Cash (Exhibit B).....         | \$ 7,326.11        |
| U. S. Savings Bond.....             | 1,000.00           |
| Furniture and Fixtures              |                    |
| (Schedule 3) .....                  | 1,352.06           |
| Building .....                      | 55,000.00          |
| <b>TOTAL</b> .....                  | <b>\$64,678.17</b> |
| <b>LIABILITIES AND SURPLUS</b>      |                    |
| Accounts payable .....              | None               |
| Mortgage Payable (on building)..... | \$28,782.95        |
| <b>SURPLUS</b> .....                | <b>35,895.22</b>   |
| <b>TOTAL</b> .....                  | <b>\$64,678.17</b> |
| Exhibit "B"                         |                    |

## NORTH CAROLINA TEACHERS ASSOCIATION

## Raleigh

## RECEIPTS AND DISBURSEMENTS STATEMENT

September 1, 1947—August 31, 1948

## RECEIPTS

|                                     |                    |
|-------------------------------------|--------------------|
| Cash on Hand, September 1, 1947     |                    |
| per Audit, 1947.....                | 9,042.96           |
| Receipts During Year:               |                    |
| Association Dues .....              | \$24,389.00        |
| Placement Bureau .....              | 99.00              |
| Donations .....                     | 489.00             |
| Rent .....                          | 1,828.64           |
| Advertising .....                   | 448.20             |
| Subscriptions .....                 | 2.70               |
| Refund .....                        | 7.27               |
| Deposit (Prospective renter).....   | 175.00             |
| <b>Total Receipts During Year</b>   |                    |
| (Schedule 1) .....                  | <b>27,438.81</b>   |
| <b>Total Cash During Year</b> ..... | <b>\$36,481.77</b> |

## DISBURSEMENTS

|                                   |           |
|-----------------------------------|-----------|
| President's Office .....          | \$ 300.00 |
| Recording Secretary's Office..... | 100.00    |
| Treasurer's Office .....          | 75.00     |

## Executive Secretary's Office:

## Salaries:

|                          |                   |
|--------------------------|-------------------|
| Executive Secretary..... | \$3,750.00        |
| Office Secretaries.....  | 1,577.34          |
| Extra Help .....         | 116.32            |
|                          | <b>\$5,443.66</b> |

## Office Expense:

|                          |           |
|--------------------------|-----------|
| Supplies .....           | \$ 375.19 |
| Postage .....            | 136.52    |
| Rent .....               | 180.00    |
| Telephone .....          | 121.25    |
| Heat .....               | 31.36     |
| Bank Service Charge..... | 7.88      |
| Freight .....            | 14.94     |
| Machine rental .....     | 45.00     |
| Beach Expense .....      | 13.37     |
| Flowers .....            | 10.00     |

|              |                 |
|--------------|-----------------|
|              | 935.51          |
| Travel ..... | 458.07          |
|              | <b>6,837.24</b> |

## Bonds, Audits and Legal:

|             |       |
|-------------|-------|
| Bond .....  | 15.00 |
| Audit ..... | 85.00 |
| Legal ..... | 72.00 |

|                               |                   |
|-------------------------------|-------------------|
| Teachers Record Publication.. | 172.00            |
|                               | 2,310.08          |
|                               | <b>\$9,794.32</b> |

|                               |                 |
|-------------------------------|-----------------|
| Disbursements .....           | \$ 9,794.32     |
| Committees:                   |                 |
| Executive .....               | 238.58          |
| Legislative and Planning..... | 93.55           |
|                               | <b>332.13</b>   |
| District Meetings:            |                 |
| Northeastern .....            | 78.43           |
| Piedmont .....                | 129.50          |
| Western .....                 | 199.85          |
| Southeastern .....            | 119.43          |
|                               | <b>527.21</b>   |
| Annual Convention:            |                 |
| General Expense .....         | 508.83          |
| Convention Social .....       | 112.00          |
| Sectional Expense:            |                 |
| General .....                 | \$ 164.23       |
| Elementary .....              | 399.86          |
| High School .....             | 216.08          |
|                               | <b>780.17</b>   |
|                               | <b>1,401.00</b> |

## Building:

|                           |           |
|---------------------------|-----------|
| Payments on Mortgage..... | 15,326.92 |
| Repairs .....             | 65.00     |

## Taxes:

|                       |               |
|-----------------------|---------------|
| Wake County .....     | 189.76        |
| City of Raleigh ..... | 324.20        |
|                       | <b>513.96</b> |

## Gifts:

|                              |               |
|------------------------------|---------------|
| Oxford Orphanage .....       | 100.00        |
| NAACP .....                  | 50.00         |
| American Teachers Assoc..... | 25.00         |
| Assoc. Study, Negro Life     |               |
| and History .....            | 25.00         |
| Interracial Commission ..... | 50.00         |
|                              | <b>250.00</b> |

## Refunds:

|                          |               |
|--------------------------|---------------|
| Prospective renter ..... | 175.00        |
| Membership Dues .....    | 52.50         |
|                          | <b>227.50</b> |
| New Equipment .....      | <b>711.62</b> |

Total Disbursements.....\$29,149.66

## SUMMARY

|                                              |             |
|----------------------------------------------|-------------|
| Cash on Hand, September 1, 1947.....         | \$ 9,042.96 |
| Total Receipts During Year (Schedule 1)..... | 27,438.81   |

Total Cash During Year.....\$36,481.77

|                                      |                  |
|--------------------------------------|------------------|
| Total Disbursements During Year..... | \$29,149.66      |
| Bad Check Charged to Account.....    | 5.00             |
| Mutilated Money Order .....          | 1.00             |
|                                      | <b>29,155.66</b> |

## Cash on Hand, August 31, 1948

(Exhibit A) .....\$ 7,326.11

Exhibit "C"

## NORTH CAROLINA TEACHERS ASSOCIATION

## Raleigh

COMPARATIVE STATEMENT OF  
BUDGET WITH ACTUAL EXPERIENCE

September 1, 1947—August 31, 1948

## RECEIPTS

|                        | Budget      | Experience  |
|------------------------|-------------|-------------|
| Membership Dues .....  | \$16,250.00 | \$24,389.00 |
| Rent .....             | 3,540.00    | 1,929.64    |
| Placement Bureau ..... | 15.00       | 99.00       |
| Advertising .....      | 1,000.00    | 448.20      |
| Subscriptions .....    |             | 2.70        |
| Donations .....        |             | 489.00      |

|                   |                    |                    |
|-------------------|--------------------|--------------------|
| Refunds .....     | 7.27               |                    |
| Deposit .....     | 175.00             |                    |
| <b>TOTAL.....</b> | <b>\$20,805.00</b> | <b>\$27,438.81</b> |

## DISBURSEMENTS

|                             |           |           |
|-----------------------------|-----------|-----------|
| President's Office .....    | \$ 300.00 | \$ 300.00 |
| Recording Sec. Office ..... | 100.00    | 100.00    |
| Treasurer's Office .....    | 75.00     | 75.00     |

## Executive Secretary's Office:

|                                  |          |          |
|----------------------------------|----------|----------|
| Salary, Exec. Sec. ....          | 3,750.00 | 3,750.00 |
| Office Secretary .....           | 1,650.00 | 1,577.34 |
| Extra Help .....                 |          | 116.32   |
| Office Expense .....             | 750.00   | 935.51   |
| Travel .....                     | 500.00   | 458.07   |
| Bond, Audit and Legal .....      | 100.00   | 172.00   |
| Teachers Record Publication..... | 2,200.00 | 2,310.08 |
| New Equipment .....              | 650.00   | 711.62   |
| Emergency Fund .....             | 500.00   |          |

## Committee Meetings:

|                               |        |        |
|-------------------------------|--------|--------|
| Executive .....               | 350.00 | 238.58 |
| Legislative and Planning..... | 500.00 | 93.55  |
| District Meetings .....       | 800.00 | 527.21 |

## Annual Convention:

|                            |          |           |
|----------------------------|----------|-----------|
| General Expense .....      | 500.00   | 508.83    |
| Convention Social .....    | 150.00   | 112.00    |
| General Section .....      | 350.00   | 164.23    |
| College Section .....      | 100.00   |           |
| High School Section.....   | 250.00   | 216.08    |
| Elementary Section .....   | 400.00   | 399.86    |
| Payments on Building ..... | 6,500.00 | 15,905.88 |
| Gifts .....                | 250.00   | 250.00    |
| Refunds .....              |          | 227.50    |

**TOTAL.....\$20,725.00 \$29,149.66**

## SCHEDULE 1

## NORTH CAROLINA TEACHERS ASSOCIATION

## Raleigh

## BANK RECONCILIATION STATEMENT

## Executive Secretary's Office

August 31, 1948

|                                 |                    |     |
|---------------------------------|--------------------|-----|
| Cash on Hand, September 1, 1947 |                    |     |
| per Audit .....                 |                    | .00 |
| Receipts During Year            |                    |     |
| (Exhibit B) .....               | \$27,438.81        |     |
|                                 | <b>\$27,438.81</b> |     |

## Disbursements:

|                          |             |                |
|--------------------------|-------------|----------------|
| To Treasurer's Office    |             |                |
| (Schedule 2) .....       | \$27,425.25 |                |
| Bank Service Charge..... | 7.51        | 27,432.76      |
|                          |             | <b>\$ 6.05</b> |

## Less:

|                                  |         |               |
|----------------------------------|---------|---------------|
| Bad Check Charged to Account.... | \$ 5.00 |               |
| Mutilated Money Order.....       | 1.00    | 6.00          |
|                                  |         | <b>\$ .05</b> |

## Balance per Bank Statement:

|                              |    |     |
|------------------------------|----|-----|
| Mechanics & Farmers Bank     |    |     |
| Raleigh, North Carolina..... | \$ | .05 |

## Less:

|                             |  |               |
|-----------------------------|--|---------------|
| Outstanding Checks .....    |  | .00           |
|                             |  | <b>\$ .05</b> |
| Cash on Hand, Aug. 31, 1948 |  |               |
| (Exhibit A) .....           |  | <b>.05</b>    |

## SCHEDULE 2

## NORTH CAROLINA TEACHERS ASSOCIATION

## Raleigh

## BANK RECONCILIATION STATEMENT

## Treasurer's Office

August 31, 1948

|                                                 |                    |
|-------------------------------------------------|--------------------|
| Cash on Hand, September 1, 1947, per Audit..... | \$ 9,042.96        |
| Received from Executive Secretary               |                    |
| (Schedule 1) .....                              | 27,425.25          |
| <b>Total.....</b>                               | <b>\$36,468.21</b> |

## Disbursements:

|                                |           |
|--------------------------------|-----------|
| Checks Nos. 4 through 279..... | 29,142.15 |
|--------------------------------|-----------|

Cash on Hand, August 31, 1948.....\$ 7,326.06

## Balance per Bank Statement

## Union National Bank

Oxford, North Carolina.....\$ 6,740.21

## Add:

## Deposits in Transit:

|                               |          |                   |
|-------------------------------|----------|-------------------|
| Cash on Hand.....             | \$ 14.00 |                   |
| From Executive Secretary..... | 725.25   | 739.25            |
| <b>Total.....</b>             |          | <b>\$7,479.46</b> |

## Less:

## Outstanding Checks:

|                    |      |               |
|--------------------|------|---------------|
| Check Number ..... | 1717 | \$ 1.00       |
|                    | 1743 | 60.00         |
|                    | 1887 | 8.00          |
|                    | 88   | 5.00          |
|                    | 252  | 14.00         |
|                    | 265  | 14.00         |
|                    | 267  | 24.60         |
|                    | 268  | 15.00         |
|                    | 271  | 2.70          |
|                    | 274  | 3.60          |
|                    | 275  | 2.80          |
|                    | 276  | 2.70          |
|                    |      | <b>153.40</b> |

Cash on Hand, August 31, 1948

(Exhibit A) .....\$ 7,326.06

## SCHEDULE 3

## NORTH CAROLINA TEACHERS ASSOCIATION

## Raleigh

## INVENTORY

## of

## FURNITURE AND EQUIPMENT

August 31, 1948

|                                               |         |
|-----------------------------------------------|---------|
| 2 Straight Chairs .....                       | \$ 7.00 |
| 1 Executive Desk .....                        | 25.00   |
| 1 Secretary Desk .....                        | 70.00   |
| 1 Mimeograph Machine .....                    | 129.69  |
| 1 Table for Mimeograph .....                  | 5.00    |
| 1 Book Shelf (4 drawers).....                 | 25.00   |
| 2 Steel Files (4 drawers).....                | 150.00  |
| 1 Typewriter, Remington Rand (noiseless)..... | 90.00   |
| 1 Typewriter, Remington .....                 | 120.00  |
| 1 Gas Heater .....                            | 10.00   |
| 1 2 Drawer File 3x5.....                      | 3.75    |
| 1 One Section File (wood).....                | 5.00    |
| 1 Elliott Addressing Machine.....             | 616.00  |
| 1 Elliott Addressing Machine Cabinet.....     | \$4.70  |
| 1 Electric Heater .....                       | 10.92   |

**Total (Exhibit A).....\$1,352.06**

# Membership Roll, 1947-1948

(Any Errors or Omissions Will Be Corrected Gladly)

## ALAMANCE COUNTY

### Burlington City Schools (100 per cent)

#### Sellers-Gunn School

Mr. H. C. Goore, Mr. G. W. F. Bates, Mr. R. L. Carmical, Mrs. Helen B. Banks, Mrs. C. H. Parker, Mrs. Mae W. Browning, Mrs. V. B. Johnson, Mr. C. E. Eaton, Mrs. M. Graves, Mrs. Lela R. Warren, Mrs. Margaret Holly Wright, Mrs. Ruth Price Scales, Mrs. Minnie A. Walker, Mrs. Mary L. Williams, Mrs. W. R. Morehead, Mrs. Lessie Irvin Sharpe, Miss Georgia M. Marshall, Mrs. O. E. McDonald, Mrs. Nannie H. Collins, Mrs. Maggie S. Chavis, Mrs. H. C. Goore, Miss Evalde Evans, Mrs. Julia Dae Brown, Miss Gaynell McKnight, Mrs. Margaret N. Simpson, Miss Kathleen Galloway, Mrs. Grace M. Whitted, Mrs. Edna T. Perry, Miss Marion Leath, Miss Princetta Douglas.

### Alamance County Schools (100 per cent)

#### Graham School

Mr. Don Spaulding, Miss Spencer B. Thomas, Mr. William R. Warren, Mr. W. H. Whitted, Miss Grace M. Thomas, Mr. W. J. Fisher, Mrs. Verna W. Nichols, Miss Eva R. Everett, Miss Bernice M. Scales, Mrs. Zora K. Dillard, Miss Alice Lysterly, Mrs. Mabel H. Poole, Mrs. Geneva I. Amaker.

#### Elon School

Mrs. Leora E. Trollinger, Mrs. Arline H. Holmes, Mrs. Annie S. Coleman, Mrs. Pluma L. Foster, Mrs. Suella S. Jenkins, Mrs. Bessye M. Gilmer.

#### Pleasant Grove School

Mr. W. I. Morris, Mrs. Gertha D. Jeffries, Miss Juanita Littlejohn, Mrs. Marie T. McVea, Mrs. Rivera G. Mitchell, Miss Ruth Spaulding, Miss Marian M. Leath, Mr. Jesse J. Lanier, Mrs. Viola C. Morris, Mrs. Madeline M. Turner, Mrs. Margaret H. Daye, Mrs. Gilberta Mitchell, Mrs. Juanita D. Hazell, Mrs. Fannie K. Lanier, Mrs. Maggie M. Harris, Mrs. Mary P. Mitchell, Mrs. Cather M. Lanier.

#### Union Ridge School

Mrs. Pearl B. Rogers, Mrs. Mabel H. Gant.

#### McCray School

Miss Toyie Albright.

#### Byrds School

Mrs. Mary B. Richmond, Miss Dorothy D. Holt.

#### Unity School

Mr. Hermon H. Faucette, Mrs. Basie F. Wade.

#### Mebane School

Mr. Dempse Pettway, Jr., Mrs. Loraine T. Razell, Mrs. Julia H. Pettway, Miss Corrina Ann Tate, Mrs. Annie B. Thompson, Miss Minor Ruth Sellers, Mrs. Minnie H. Donnell.

#### Green Level School

Mrs. Mary H. Hannar, Miss Sallie B. Fitzgerald, Mrs. Cecelia M. Montague, Miss Minetta V. Robinson.

#### Wood's Chapel School

Mrs. Ava H. Wathington, Miss Fannie B. Headen, Miss Eliza C. Holt.

#### Melville School

Mr. T. R. Worth, Mrs. Victoria M. Wade, Mrs. Annie P. Rogers.

#### Morrow's Grove School

Mrs. Fannie B. Kirk.

#### Bowden School

Miss Pearl Watlington.

#### Rock Creek School

Mrs. Merle B. McRae, Miss Mary Frances Sharpe, Miss Myrtle Alston.

#### Morven City Schools

##### Morven Colored High School

Mr. J. F. McRae, Mrs. Ida M. Jones, Mr. Marvin D. Spears, Mrs. Katherine J. Gaines, Mrs. Fannie P. Dinkins, Miss Ciella Johnson, Miss Zelia E. Owens, Mrs. Luethier T. Edens, Mrs. Geneva G. Capel, Miss Martha E. Jones.

## White Pond School

Mr. Monroe E. Jackson, Mrs. Laura J. White, Mrs. Harriett L. Pratt, Mrs. Mamie B. White.

## McFarlan School

Mr. C. N. Capel, Mrs. J. C. Jones, Mrs. Mary L. McRae.

## Gatewood Station School

Mrs. Ola Flowers, Mrs. Annie Flowers, Mrs. Annie E. Martin.

## Cairo School

Mrs. Era L. Young, Miss Daisy B. Worth, Miss Nannie M. Thompson.

## Anson County Schools

(100 per cent)

### Ansonville Colored High School

Mr. J. A. Blount, Mrs. Helen H. Blount, Miss Willie V. Elliott, Miss E. J. Harrison, Mr. T. A. Johnson, Mr. S. S. Jones, Mrs. Elhora Ledbetter, Mrs. Callie M. Little, Miss Elma Little, Mrs. C. S. Massey, Mrs. Marjorie R. Robinson, Mrs. Mattie Shankle Little, Mrs. Claudia F. Seine, Miss Mary Jane Smith, Miss Louise Upperman, Mrs. V. K. Williams, Miss M. Bennett Alexander, Mrs. N. R. Johnson, Mrs. Nora W. Cash, Mrs. Bettye L. Johnson, Rev. Cowan.

### Deep Creek High School

(100 per cent)

Mr. George B. Williams, Mrs. Ednir H. McManus, Miss Helen B. Smith, Mrs. Ephania M. Williams, Miss Lucile Crump, Mrs. Elizabeth M. Ledbetter, Mrs. Mayme H. Bennett, Mr. William Morgan, Mrs. Blanche O. Williams, Mrs. Golar D. Crowder, Miss Mary L. Morgan, Mrs. Margie L. Ham, Miss Wincie Burns, Mr. J. C. Hillian, Mrs. Dorothy M. Huntley, Mrs. Annabelle M. Williams, Mr. Lenard Sturdivant, Mrs. Doreatha C. Bennett, Miss Harriette C. Little, Mrs. Rosa B. Little, Mrs. Maudestine H. Perkins, Mrs. Ann M. Robinson.

### Henry Grove School

Mr. T. W. Bennett, Mr. J. H. Rumph, Miss T. R. Worth, Miss M. J. Baucum, Mrs. V. K. Hodges, Mrs. S. B. Gaddy, Mrs. S. M. Clemons, Mrs. H. P. McLucas, Mrs. Mary Lilly, Mrs. Clarice Adams, Mrs. V. B. Bostic Drew, Mrs. Erma A. Spencer, Miss Agnes Matthews, Mrs. Mary J. Bennett, Mrs. Veda M. Flowers, Mrs. Martha B. Stevenson, Miss S. T. Richardson, Miss Gertrude Dargan, Mrs. J. D. Galbreath, Mrs. Minnie E. Rennick.

## BEAUFORT COUNTY

### Washington City Schools

#### Washington Colored High Schools

(100 per cent)

Mrs. Elwiza Daniels, Miss Evelyn M. Evans, Miss Priscilla M. Gaston, Miss Alma Guess, Miss Ethel L. Howard, Mrs. Della R. Whittington, Mrs. Maude P. Beebe, Miss Mary E. Smitherman, Miss Annie L. Greene, Mrs. Anna B. Teele, Miss Lena Crandall, Miss Ruby Hunt, Mr. David H. Atkinson, Miss Artinise M. Woody, Miss Barbara L. Walker, Mrs. Earle C. Moseley, Miss Olivia V. Dunstan, Mrs. Clemmie Perkins, Miss Courtney Ringgold, Mr. William M. Daniels, Jr., Mrs. Nora F. Dowdy, Miss Helen O. Cooper, Miss Bernetta L. Horton, Mrs. Flora C. Price, Mrs. Lovie H. Bailey, Mrs. Alice B. Bailey, Mr. William M. Booker, Miss Iris M. Taylor, Mrs. Clumpertee T. Tucker, Mr. H. Thomas Tucker, Mr. William Beason, Mrs. Beatrice J. Eason.

### Beaufort County Schools

#### Aurora Colored High School

(100 per cent)

Mr. S. W. Snowden, Miss Bertha M. Hill, Miss Delzora M. Slade, Mrs. Annie J. Bond, Miss Madeline E. Sprull, Miss Mary Alyce Mack, Mrs. Eliza Crisp King, Mr. Charles H. Robinson, Mrs. Virginia L. Robinson, Miss Marian B. Blackman, Mr. Joseph M. Baum, Miss Lucille M. Baum, Mrs. Charlotte W. Harding, Mrs. Gertrude T. Stillely, Miss Arletha Winfield, Mrs. Thelma B. Jones, Miss Mary B. Barnett, Mrs. Ada T. Wilder, Mrs. Eva Peed Walton, Mrs. Amanda H. Keyes.

### Belhaven Colored School

(100 per cent)

Mr. G. T. Swinson, Mrs. C. M. Powell, Mrs. H. S. Freeman, Mrs. R. G. Swinson, Mrs. C. V. Greene,

Mrs. F. D. Percy, Mrs. A. S. Whitfield, Mrs. M. S. MacAllister, Mrs. D. S. Clark, Mrs. C. R. Hooten, Mr. H. L. Dixon, Mrs. L. S. Jennette, Miss A. B. Barber, Mrs. A. S. Davis, Mrs. A. C. Davis, Miss D. T. Cooper, Mr. N. J. Gibson.

### Beaufort County High School

Miss Elsie Howell, Miss Ella Whitley, Mrs. Annie Farrow, Mrs. Alta Moore, Mrs. Florence Keyes, Miss Justine Godley, Mrs. Hazel Harold, Mrs. Effie Barnes, Mr. Sylvester Clarke, Mrs. Gertrude Godley, Mrs. Lovet Whitley, Mrs. Lorenza Forbes, Mrs. J. Earnestine Barnes, Mr. O. A. Dupree.

## BERTIE COUNTY

### Bertie County Schools

#### Colerain Graded School

(100 per cent)

Rev. D. L. Simons, Miss Olga M. Sharpe, Miss Karene M. Morris, Mrs. Annie W. Sessoms, Mrs. Florida E. Simons, Miss O. J. Webster.

### Charles R. White High School

Mr. Theophilus Madison Garriss, Mrs. Sadie R. Luten, Miss Emma Lewis Waunc, Mrs. Mary Brown Raynor, Mrs. Lucile Overton Brinkley, Mrs. Michael Black Cole, Mrs. Mary White Riddick, Mrs. Amaza Holloman Davis, Mr. Zebedee D. Raunor, Mr. Ira B. Brinkley, Mrs. Mary Mitchell Outlaw, Miss Mildred Marie Simons, Miss Clara E. Martin, Miss Ruby E. Marsh, Miss Dora Hawkins, Mrs. Calander Riddick Wilson, Mrs. Clara Griffin Blount, Mr. Columbus Eugene Motley.

## BLADEN COUNTY

### Bladen County Schools

#### Spaulding-Monroe High School

Mr. C. M. McCall, Mrs. C. A. McCall, Miss H. E. Singletary, Miss S. E. Walcott, Mrs. M. C. Spriggs, Mrs. C. T. Leak, Miss O. Spaulding, Mrs. M. C. Hayes, Miss V. L. McLaurin, Mr. J. L. Nicholson, Mr. J. R. Davis, Mrs. Ruth S. Robinson.

### Bladen County Training School

Mr. Charles U. DeBerry, Mrs. Mary Singleton, Mr. Julius Powell, Miss V. Green, Miss Howell, Miss Hooper, Mrs. L. Roberts, Miss E. Lewis, Mr. Shaw, Mrs. Foster Lewis, Mrs. N. H. DeBerry, Mrs. S. Perry, Mr. J. Normile, Miss B. Ledbetter, Mr. R. Witherspoon, Mrs. Cooper Grant, Miss E. R. Harris, Miss L. Howard, Mrs. B. Newell Davis, Miss S. Lloyd, Miss L. Brown, Miss L. Bostic, Mrs. C. Brown Galloway, Mrs. E. Mitchell, Mrs. M. B. Gill.

### Booker T. Washington High School

Mr. C. J. Barber, Miss E. M. Dunham, Mrs. C. B. Pridden, Mrs. H. S. Ballard, Mrs. Mary M. Watson, Mrs. Esther S. McNeill, Mrs. Vivian M. Davenport, Mrs. Juanita B. Spaulding, Mrs. M. W. Wagner, Miss A. M. Younger, Mrs. M. S. Robertson, Mrs. J. C. Hairston, Miss H. J. Allen, Mrs. Frieda McNeill, Mr. C. L. Powell, Mrs. M. M. Barber, Mr. F. T. McNeill, Mrs. B. S. Crenshaw, Miss J. M. Mims, Mr. Luvie Matthis, Mrs. O. R. Swindell, Miss R. A. Gaston, Mr. R. L. Davenport, Mr. F. G. Shipman.

### Miller Chapel School

Miss Pearl Whitted.

## BRUNSWICK COUNTY

### Brunswick County Unit

(100 per cent)

Mr. E. I. Clemmons, Mrs. L. E. Gore, Miss Hattie Willis, Mrs. Catherine M. White, Mrs. Retha Bryant, Mrs. Beatrice Hynes, Mr. Vann Galloway, Mrs. Hester Davis, Mrs. Annie B. Williams, Mr. Benjamin Thomas, Mrs. Dorothy M. McCoy, Mrs. Elnora M. Clemmons, Mr. Henry B. Greene, Miss Bernice Brown, Mrs. Mary L. Wallace, Mrs. Mildred H. Taylor, Mrs. Catherine B. Davis, Mr. Otis Bryant, Mr. Hollie Bryant, Mrs. Alice B. Greene, Mrs. Lattie Galloway, Mrs. Alice G. Price, Mrs. Louise M. Gore, Miss Gertrude Gibbs, Miss Eleanor Swaine, Mrs. Olivia S. Johnson, Miss Lillie Maye Gore, Mrs. Janie H. Frink, Mrs. Jessie Monroe, Mrs. Clydia Gore, Mrs. Bertha McGill, Miss Maude Hankins, Mrs. Mattie B. Smith, Mr. Abraham L. McCoy.

*Brunswick County Training School*  
(100 per cent)

Mr. Alvin C. Caviness, Mrs. Gertrude L. Evans, Mrs. M. O. Briggs Parker, Miss Marion A. Yeoman, Mrs. Josie M. Greene, Mr. James F. Clemmons, Mr. Jesse A. Francis, Mr. James C. LaBrot, Miss Annie I. Evans, Mrs. Eva V. Lee, Miss Cora L. Frink, Mr. Florence M. Williams, Mrs. Estelle Swain, Mr. Cora M. McKoy, Miss Alberta Roseboro.

**BUNCOMBE COUNTY**  
*Asheville-Buncombe Unit*

*Asheville City Schools*  
(100 per cent)

*Stephens-Lee School*

Mr. F. A. Toliver, Mrs. G. R. Atkinson, Mr. J. W. Bagley, Mrs. Vivian Bridwell, Mrs. Lucile Burton, Mrs. Ruth Carolina, Mr. W. J. Cooper, Mr. V. D. Cowan, Mr. J. A. Dusenbury, Mr. Ernest Fair, Mr. Lucy Haith, Miss Lucy Harrison, Mrs. A. P. Johnson, Mr. M. Lenon, Mr. Lewis, Miss E. F. Martin, Miss C. L. Patterson, Mrs. O. M. Reynolds, Miss M. J. Rumley, Mrs. A. P. Toliver, Miss E. V. Williams, Mr. H. T. Vincent.

*Livingston Street School*

Mr. A. S. Reynolds, Miss Laura Bunum, Mrs. Ruth Cannon, Miss Beatrice Chambers, Miss K. Chapelle, Miss Gladys Cowan, Miss Elizabeth Davis, Miss Janie Few, Mrs. H. Y. Goodwin, Mrs. Isma James, Mrs. Janet Kebe, Mrs. Aileen Lipscombe, Mrs. Cassie Anderson, Mrs. Juanita Weaver.

*Asheland Avenue School*

Mrs. Rita H. Lee, Mrs. E. S. Carter, Mrs. E. M. Canty, Mrs. M. J. Gorman, Mrs. L. F. Horne, Miss Mamie Howell, Miss A. B. Logan, Mrs. Sadie Moore, Miss C. E. Russell, Miss F. L. Saxton, Miss Arna Bomar.

*Mountain Street School*

Mrs. L. S. Herring, Mrs. Ethel Dailey, Mrs. D. Glover, Mrs. M. R. Hall, Mrs. Pearl House, Mrs. L. M. Owens, Miss C. Slaughter, Mrs. L. D. Shepard, Mrs. Tommie White, Mrs. Ruby F. Young.

*Hill Street School*

Mr. P. R. Dusenbury, Mrs. Virginia Birchette, Mrs. V. C. Cooper, Mrs. L. J. Dusenbury, Mrs. Ella Hayes, Mrs. Gladys Pharr, Mrs. Helen Wilkins, Miss B. M. Darden.

*Burton Street School*

Mrs. Nellie Clinkscales, Mrs. G. D. Jones, Miss Stone Bowman.

*Shiloh School*

Mr. J. C. Daniels, Mrs. L. B. Brogden, Mrs. O. W. Boulware, Mrs. D. Cowan, Mrs. L. K. Daniels, Mr. C. U. James, Mrs. I. R. Laster.

*South Asheville School*

Mr. B. T. Beatty, Miss Viola Candler, Mrs. Louise White, Mrs. Willie Young.

*Black Mountain School*

Mrs. F. P. Brown, Mrs. P. M. Goldsmith, Miss Ida Wilfong.

*Swannanoa School*

Mr. James Sapp, Mrs. Noreen Russell.

**BURKE COUNTY**

*Morganton City Schools*

*Olive Hill High School*

Mrs. I. R. Fleming, Mrs. E. B. Worrell, Miss E. P. Everett, Mrs. M. B. Yancey, Mrs. M. G. Corpening, Miss Dixon, Mrs. O'Neil, Mrs. Young, Mr. Arnold.

**CABARRUS COUNTY**

*Kannapolis City Schools*

*George Washington Carver High School*  
(100 per cent)

Mr. W. L. Reid, Miss Ida Boykin, Miss Maggie Bryant, Mr. C. C. Cooper, Mrs. Nora Davis, Mr. F. D. Duncan, Mrs. Effie Fisher, Mr. V. H. Foster, Mrs. Mary Johnson, Mrs. Rosella Johnson, Mrs. Gladys Keno, Miss Eva McKinley, Miss Catherine O'Neill, Mrs. Hannah Reid, Mrs. Louise Thompson, Miss Effie Rivers, Mrs. Margaret Willie, Miss Lea Alma Shoffner, Mr. J. H. Woods, Miss Ophelia Wright.

*Concord City Schools*

*Logan High School*  
(100 per cent)

Mrs. L. S. Howie, Mrs. E. G. Brown, Mrs. M. A. Pearson, Mrs. M. A. Roberts, Miss R. E. Blake, Mrs. M. M. Williams, Mrs. G. H. Douglass,

Mrs. L. C. Hemphill, Mrs. L. J. Bost, Mrs. A. E. Hayley, Mrs. E. B. Baucum, Mrs. L. R. Woodson, Mr. G. G. Lyerly, Mrs. E. S. Anderson, Mrs. J. P. McManus, Mr. J. C. Banner, Miss D. C. Rutledge, Miss K. E. Jones, Miss J. M. Sims, Mrs. M. W. Foster, Mrs. E. M. Polk, Mr. E. J. Willie, Mr. M. M. Woodson, Mr. E. L. James.

*Cabarrus County Unit*

(100 per cent)

Mrs. Rosa M. Dunlap, Mrs. Amanda B. Forney, Mrs. Esther F. Byers, Mrs. Carrie D. Wilson, Mrs. Ethel D. Polk, Miss Mary E. Scott, Mrs. Thelma M. Brown, Miss Lee Ada Harris, Mrs. Sallie C. Weeks, Miss Ethel L. Williams, Mrs. Marion W. Edwards, Mrs. Emerline Hawkins, Mrs. Mildred M. Morris, Mrs. Gladys M. Hadley, Mrs. Janie McDaniel Simpson, Mrs. Anna L. Litaker, Miss Connie Peeler, Mrs. L. S. Blue, Mrs. M. C. Evans, Mrs. Annie Sanders.

**CARTERET COUNTY**

*Carteret County Schools*

*Queen Street High School*

(100 per cent)

Mr. L. R. Johnson, Miss Gwendolyn Grady, Mr. J. B. Christmas, Mrs. I. L. Arnette, Mr. Ave Thurman, Mr. R. W. Badger, Miss A. V. Jordan, Mrs. Olive B. Davis, Mrs. A. E. Swain, Mrs. D. H. Johnson, Mrs. Lillian McMillan.

*W. S. King High School*

(100 per cent)

Mr. S. R. McLendon, Mrs. S. S. Bryant, Mrs. M. J. McLendon, Mr. C. E. Smith, Mrs. E. L. Williams, Mrs. I. M. Haynie, Miss Sudie Fennell, Mrs. E. H. Hill.

**CASWELL COUNTY**

*Caswell County Schools*

*Caswell County Training School*

(100 per cent)

Mr. N. L. Dillard, Mrs. E. B. V. Hodges, Mrs. A. S. King, Mr. John Debnam, Miss Gladys Brown, Mrs. C. L. Boston, Mrs. L. M. Ratliff, Mr. C. G. Wilson, Mr. W. A. Bingham, Miss L. E. Woodruff, Mr. J. C. Browning, Mrs. R. A. Benjamin, Mrs. Zelma Belton, Mrs. Gladys Dillard, Mrs. P. B. Briley, Miss H. Brooks, Miss L. E. Rose, Miss H. E. Jennings, Mrs. P. K. Pannell, Mr. M. B. McNair, Miss K. Robinson.

*Caswell County Unit*

Mrs. T. C. Beam, Mrs. O. G. Henderson, Mrs. A. D. Jeffries, Mrs. A. G. Browning, Miss L. L. Currie, Mrs. F. D. Little, Miss S. A. Archie, Mrs. M. P. Wilson, Miss D. E. Woods, Mrs. F. M. Holden, Mrs. H. B. Brown, Mrs. B. M. Muldrow, Mrs. E. A. Hunt, Mrs. E. H. Connally, Miss B. M. Hunt, Mrs. M. W. Williams, Mrs. M. B. Shivers, Miss Eva Jeffries, Miss H. L. Jeffers, Mrs. N. H. Geary, Mrs. L. H. Ruffin, Miss L. L. Gaddy, Mrs. L. H. Richmond, Mrs. G. G. Graves, Miss F. R. Taylor, Miss C. Boston, Mrs. E. M. Whitworth, Mrs. E. P. Whitlock, Mrs. L. W. Davis, Mrs. L. B. McMillan, Mrs. A. C. Turner, Mrs. S. M. McDonauld, Mrs. C. G. Graves, Mrs. S. M. Edgerton, Mrs. O. M. King, Miss E. J. Stokes, Miss Fannie McCallum, Miss B. A. Gunn, Miss N. E. Evans, Miss G. D. White, Miss R. L. Hanes, Miss G. A. Kellum, Miss E. D. Malone, Mrs. V. L. Brown, Miss M. Hooper.

*Members at Large*

Mrs. E. C. Bolden.

**CATAWBA COUNTY**

*Newton-Conover City Schools*

*Central High School*

Mr. P. Pearson, Mr. T. D. Murchison, Mrs. P. A. Williamson, Mrs. T. D. Horne, Mrs. Ollie M. Evans, Miss Estelle Waddell, Miss Gladys Synre, Miss May P. Torrence, Miss May Lash.

*Hickory City Schools*

*Ridgeview High School*

Mr. T. H. Broome.

*Catawba County Schools*

*Catawba Rosenwald School*

(100 per cent)

Mrs. D. M. Forney, Mrs. G. B. Gray, Miss F. S. Taylor, Mrs. D. A. Wooten, Mrs. C. T. Forney, Mrs. L. Hackett, Mrs. J. Vinson, Mr. H. W. Thompson, Mr. R. K. Wright, Mrs. L. E. Wright, Mrs. M. M. Lewis, Mr. C. Lewis.

**CHATHAM COUNTY**

*Chatham County Schools*

(100 per cent)

*Goldston School*

Mrs. N. L. Marsh, Mrs. W. M. McLaughlin, Mrs. R. T. French, Mrs. N. R. McTilman, Mrs. L. M. Smith, Mrs. M. B. Anders, Miss A. J. Thompson, Miss N. B. Ray, Miss W. W. McLaughlin, Mrs. L. D. Reeves.

*Horton High School*

(100 per cent)

Miss Odesser M. Elliott, Mrs. Lucile C. Baldwin, Miss Annie B. Harris, Miss Estelle M. Council, Mrs. Carrie A. Council, Mrs. Ineace T. Wicker, Miss L. K. Husband, Mrs. Thelma H. Ruffin, Mrs. Odessa A. Harris, Miss Luthenia C. Alston, Mrs. Lovie C. Harris, Miss Thelma E. Groves, Miss Sarah D. Reid, Mr. Ernest H. Dark, Mr. Esaiiah E. Taylor.

**CHOWAN COUNTY**

*Edenton City Schools*

*Edenton High Schools*

(100 per cent)

Miss Lessie V. Wiggins, Miss Mignon Stallings, Mrs. Queenie G. Ballard, Mrs. Elizabeth L. Barnes, Mrs. Constance K. Jernigan, Mrs. Fannie B. Badham, Miss Z. Roberta Banks, Miss Tamar B. McClenney, Mrs. Santoria L. Reeves, Mr. Elton Hall, Mrs. Lillian E. Fox, Miss Emma E. Foreman, Miss Dorothy Lee Exum, Mrs. Hattie W. Coley, Mrs. Onnie A. Charlton, Mr. Burke C. Newsome, Mr. Samuel J. Baker, Mr. Joseph Bennett, Miss Lula M. Tillett, Mr. Thomas I. Sharpe, Miss Flossie L. Hines, Mr. Alexander Blaine, Mr. D. F. Walker.

*St. John's School*

(100 per cent)

Rev. S. N. Griffith, Mrs. Elizabeth L. Byrd, Mrs. Floretta M. Blount.

*Chowan County Unit*

Miss Janetta Bonner, Miss Annie Blair, Mrs. N. B. Hicks, Mr. Charles Fayton, Mrs. Rosa B. Joyner, Mrs. F. A. Parker, Mr. E. S. Parker, Miss Harriett Creecy.

**CLEVELAND COUNTY**

*Kings Mountain City Schools*

*Davidson High School*

Miss Mattie L. Gidney, Mrs. Jessie H. Castner, Mrs. Lula Welmon, Miss Willie N. Wilson.

*Shelby City Schools*

*Cleveland High School*

(100 per cent)

Mr. James D. Hoskins, Miss Ezra A. Bridges, Mrs. Carrie S. Mack, Mrs. Helen S. Cabiness, Mrs. Louise W. Howell, Mrs. Alma C. Hogue, Mrs. Dolores C. Holly, Mrs. Evelyn I. Cabiness, Miss Margaret F. Ridley, Mrs. Louise H. Turner, Mrs. Mildred C. Howell, Miss Edith E. Pass, Mr. Jackson W. Pharr, Mrs. Marguerite K. Pass, Mrs. Hilda C. Wilson, Mr. Montrose L. DeVane, Mrs. Elsie E. Foster, Mr. Robert L. Garrett.

*Cleveland County Unit*

*Green Bethel School*

Mr. Herbert Gidney, Mrs. Mattie B. Gidney, Mrs. Myrtle H. McLean, Mrs. E. N. Wilson, Mr. Henry I. Allen, Mr. H. W. D. White, Miss L. S. Galbraith.

*Camp School*

(100 per cent)

Mr. I. L. Pruitt, Mrs. M. T. Pruitt, Miss M. E. Pete, Mrs. E. K. Millsap, Miss Carolyn A. Means, Mr. Charles C. Marable, Mr. James C. Hill.

*Compact High School*

Mr. L. L. Adams, Mrs. Lucille W. Morgan, Mr. Charles T. Wilson, Miss J. C. Surratt, Mrs. I. V. Couser, Mr. Jasper Turner, Mrs. Edna Walker Isley.

*Earl School*

Mrs. F. E. Givson, Mrs. Lois B. Pass, Miss Lucy B. Wood, Miss Claudia Johnson.

*Peeler School*

Miss Mattie Peeler.

*Lattimore School*

Rev. R. J. Dixon, Mrs. B. L. Thompson.

*Vance Grove School*

Miss Lissie Hopper, Mrs. C. H. West.

(Continued on Page 9)

# North Carolina Teachers Record

Official Publication of the

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W. L. GREENE.....*Editor*

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VOL. XIX      OCTOBER, 1948      No. 4

## A Standard Bearer Falls

Miss Marie McIver who stood in the forefront of an outstanding group of Jeanes teachers in North Carolina for over two decades passed to her reward during the summer vacation. It will be some time before the educational forces of the state can come to fully realize her worth as a standard bearer. Miss McIver was a keen student of the educational standards for elementary schools. She sought to have these standards applied equally in every school district of the State. Her achievements, while not great in volume, were outstanding in quality and character. Time will deepen our sense of appreciation for the manner in which she held aloft the banner of high standards as a goal for the teachers and pupils in our elementary schools.

The Association President, H. V. Brown, meet the lone hundred and fifty Pitt County Teachers under the supervision of Prof. H. B. Sugg at their opening meeting Monday, Sept. 6, in Greenville. President Brown addressed the group on The Hammocks Beach project.

## OUR COVER PICTURE

The circus really came to town via the primary classroom of the Hertford High School. The pupils and their teacher, Mrs. Geraldine B. Lowe display animals made by them during a study of the Circus Unit. WHO SAID "GOING TO SCHOOL WASN'T FUN"?

## Needed—A Drive for 2,000 Members

Last year the state listed 7,320 teachers in the colored schools of North Carolina. The membership count in the Executive Secretary's office of the North Carolina Teachers Association at the end of last year showed 5,347 persons in membership.

The 7,320 teachers listed in the State Educational Directory did not include a large number of supplementary teachers in city systems, teachers in private schools, nor college teachers in either public or private colleges.

The North Carolina Teachers Association keeps up a continuous front line battle for higher standards, better working conditions, and more adequate salaries for all the colored teachers in the State of North Carolina. If the job is to be done successfully those teachers who are on the outside and who comprise about one-third of the total number in the state must be enrolled in the membership of the North Carolina Teachers Association. Without the support of all the teachers the resources of the association will not be adequate to serve the need of the whole profession on a state-wide basis.

## Our District Conventions

The Western District will hold its fall convention on Saturday, November 6, 1948, at the Ridgeview High School in Hickory, North Carolina.

The Northeastern District Convention will be in Ahoskie, North Carolina, at the Robert L. Vann High School on Saturday, November 13, 1948.

The Southeastern District will go far to the East for its 1948 meeting on Saturday, November 20. The Georgetown High School in Jacksonville, North Carolina will be host and those who have not seen the Hammocks Estate will be very near the location when they go to Jacksonville. A trip to the beach could be included in that day's journey.

The time and place of the Piedmont District Convention have been changed from December 4, 1948, in Burlington to December 11, 1948, in Oxford, North Carolina. This was necessary because Burlington has a building program which makes facilities there less convenient than anticipated when the meeting was planned.

## Let's Go With the Hammocks Drive

"\$100,000.00 for the Hammocks" is a "must." The amount has been broken up into quotas for 171 communities throughout the state. It will take the leadership of over 7,000 teachers and the cooperation of every community through the other organizations entitled to use the Hammocks property to make the drive successful. **Teachers Must Furnish the Leadership.** Remember the goal—\$100,000.00 audited by December 15, 1948.

**Membership Roll, 1947-1948**

(Continued from Page 7)

*Palmer Grove School*

Mrs. Florida Smith.

*Borders School*

Mrs. V. G. Alexander.

*Ramseur School*

Miss S. W. McVay.

*Douglas High School*

Miss T. T. Willingham, Miss J. D. Battle, Mrs. G. W. Harris Ward, Miss M. F. Reeves, Mrs. Sheila W. Gordon, Miss L. B. Ruff, Miss L. R. Walls, Mr. A. D. Belton, Mr. W. S. Foster, Mr. F. M. Pullen.

*Washington School*

(100 per cent)

Mrs. Mittie E. Borders, Mrs. Duella W. Johnson, Mrs. Hattie E. Taylor, Mrs. Eleanor Roberts, Mr. John W. Wilson, Mr. D. M. McCaskill, Miss Dora L. Greene, Mrs. Vera L. Durden, Mrs. Annie R. Corry, Mrs. Miriam L. Howell, Mr. William Womble, Mr. Edward McNair.

*Hopewell School*

Miss Flossie Walker.

*Vestibule School*

Mrs. S. Cooper McCloud.

*Ellis Chapel School*

Miss Ellanor Arnold, Mrs. Christine C. Wilson.

**COLUMBUS COUNTY***Whiteville City Schools**Whiteville Colored High School*  
(100 per cent)

Mrs. Viola Campbell, Mr. S. S. Moore, Mr. W. W. Jacobs, Mrs. Neallie G. Shaw, Mrs. Mentzie Johnson, Mr. J. A. Campbell, Miss Mary Barnes, Mr. Ellison Cooper, Mr. Legrand Summersett, Miss Alleluia Thompkins, Miss Bernice Yeoman, Mrs. Arthalia Bennett, Miss Louvenia Brown, Mrs. Floyd Corbett, Mr. Joseph Dunn, Mrs. Cleo Forsee, Miss Mabel Gavin, Mrs. Mary Hodges, Mrs. Frances Jones, Miss Mildred Sanders, Miss Orbina Moore, Miss Ruth Robbins, Mr. Homer Singleton, Mr. Booker B. Brooks, Mrs. Flora Leach, Miss Rosa Smith, Mr. Donnie Graham, Miss Sarah Evans.

*Columbus County Unit**Chadbourne High School*

Mrs. Mabel W. Bradley, Mr. W. E. Brown, Mrs. Glenna C. Newton, Mrs. Rosa H. Faulk, Mrs. Jimmie V. Reynolds, Miss Kathleen Powell, Mrs. Ethel Elliott, Miss Mable McNeil, Mr. A. L. Williams, Mr. T. M. Reynolds.

*Artesia School*

Mrs. Mattie P. Powell, Miss Delilah C. Spaulding, Mr. James T. Newkirk.

*Armour High School*

Miss Gracie Bullock, Mrs. Lettie Marsh, Mrs. Bernice L. Bradley, Mr. G. R. Powell, Mrs. E. Juanita Corbin, Mrs. Lettie R. Merrick, Miss Victoria Lewis, Mr. William D. Robinson.

*Fair Bluff School*

Mr. Henry Powell, Mrs. Clara B. Graham, Miss Melba Freeman.

*Mount Olive High School*

Mr. S. B. Peace, Miss Annie Lee McKoy, Mrs. Georgia T. Powell, Miss Alma J. Lennon, Miss Glenora Hankins, Mr. A. M. Hall, Mr. B. T. Elliott, Mrs. Madeline B. Best, Mrs. Vera Williams, Mr. N. A. McMillan, Miss Esteen Taylor.

*Evergreen School*

Mrs. Rosa McDougald, Mrs. Lorah Singletary.

*Rose Hill School*

Miss Daisy Haynes, Mrs. Cora Caldwell.

*Clarendon School*

Miss Helen Smith, Mr. Ezra Lennon.

*Boardman School*

Mrs. Bettie F. Lennon, Mr. Mallory Wright.

*Tabor City High School*

Mr. J. D. Pridgen, Mr. J. C. Riddick, Miss Mary McCoy, Miss Mildred Moore, Mr. J. P. Troy, Mrs. D. L. Williams, Miss Lula Lawrence, Miss Geneva McLean.

**CRAVEN COUNTY***New Bern City Schools**West Street High School*  
(100 per cent)

Mrs. A. F. Booker, Miss M. E. Dent, Mrs. M. H. Dove, Mrs. G. L. Redding, Mrs. M. W. Laws, Mrs. E. M. Dudley, Mrs. M. B. Lewis, Miss R. E. Trice, Miss E. E. Buchanan, Miss D. E. Carter, Mrs. N. W. Scott, Mrs. E. M. Powell, Miss W. J. Gordon, Mrs. R. B. Houston, Mrs. M. R. McIver, Mrs. S. L. Hamilton, Mrs. C. E. O'Hara, Miss M. T. Chapman, Mr. P. M. Jenkins, Mrs. E. G. Adams, Miss A. E. White, Mrs. J. W. Jones, Mrs. L. B. Smith, Mrs. M. B. Danyus, Mrs. M. B. Bembry, Mrs. B. L. Rivers, Mr. R. W. Boley, Mr. E. M. Bell, Mrs. C. R. Fisher, Mr. J. G. Hayes, Mrs. A. B. Mizell, Mr. F. W. Baker, Mrs. S. J. Pickett, Mrs. M. B. Perkins, Miss L. M. Jennings, Mrs. W. G. Mumford, Mr. F. R. Danyus.

*Craven County Schools**Newbold Training School*  
(100 per cent)

Mrs. Sara E. Arrington, Miss Maggie L. Barber, Miss Sylvia L. Bell, Miss Ethel R. Copper, Miss Missouri B. Culter, Mr. Brover C. Fields, Miss Hattie M. Jackson, Mrs. Jennie Johnson, Miss Mary L. Jones, Mr. George P. Lipscombe, Mr. Samuel R. Lloyd, Miss Frances W. Moore, Mrs. Maggie P. Pugh, Mr. W. W. Ryder, Miss Eva M. Smith, Miss Essie M. White.

*James City School*

Mr. T. L. Bynum, Mrs. Julia L. Bynum, Miss P. B. Hawkins, Mrs. N. H. Martin, Mrs. Mary E. Brown, Mrs. E. M. Williams.

*Craven County Unit*

Mrs. Arthur W. Mitchell, Mrs. S. M. Riddick, Mrs. E. S. B. White, Mrs. O. B. King, Miss Carrie Keyes, Mrs. H. R. Butler, Miss T. A. Smith, Miss M. R. Butler, Miss D. M. Jones, Mrs. R. W. Boley, Miss J. V. Jackson, Miss Ethel Barber, Mrs. H. A. Lawrence, Mrs. E. K. Tucker, Miss M. P. Strong, Mrs. E. G. Fortune, Mr. A. D. Smith, Mr. J. R. Hill, Mrs. A. E. Walker, Miss Mabel Godette, Miss L. M. Spencer, Miss D. A. Hawkins, Mr. W. R. Adams, Mrs. Mary S. Wynn, Miss Nancy J. Marchburn, Miss Matilda Godette, Mr. Phillip D. Lee.

**CUMBERLAND COUNTY***Fayetteville City Schools**E. E. Smith High School*  
(100 per cent)

Miss M. L. Bland, Mr. W. E. Currie, Miss M. M. Dowdle, Miss M. E. Delaney, Mr. J. F. Drake, Mrs. I. C. Fowler, Miss C. L. Holden, Mr. D. S. Kelley, Miss M. I. Lennon, Mrs. N. R. McGhee, Miss J. W. Mullins, Mr. F. M. Turner, Mr. B. H. Walker, Mr. E. E. Miller.

*Edward Evans School*

(100 per cent)

Mr. Raymond Auders, Mrs. Amelia Avent, Miss Lessie Baldwin, Miss Alice Elliott, Mrs. Anny Lee McM. Jerald, Mrs. Frances Williams Lee, Mrs. Juanita Lewis, Mrs. Emily McMillan, Mrs. Emilie Parker, Mrs. Olivia Parks, Mr. Alfonza Sutton, Miss Selma Melvin.

*Orange Street School*

(100 per cent)

Mrs. Margaret B. Walker, Miss Pearl L. Bolles, Mr. Walter O. Burton, Miss Julia C. Elliott, Mrs. Quay Bell Elliott, Mrs. Beulah V. Melchor, Mrs. Ellen S. Royall, Mrs. Rachel W. Simpson, Miss Janie G. Slater.

*Cumberland County Schools*

(100 per cent)

*Shaws Meadow School*

Mr. Lonnie J. Lockamy, Jr., Mrs. Pallie Covington, Mrs. Hazel Hayes.

*Antioch School*

Mr. Calvin Daniels, Mrs. Laura H. Blue.

*Linden School*

Mrs. Ernestine Cameron, Mrs. Velva S. McNatt.

*Hillside School*

Mrs. Anna Gantt, Mrs. Susie E. Scott.

*Chestnutt High School*

Mr. W. Edward Murphy, Mrs. Mae W. Forney, Mrs. Mamie L. Turner, Mrs. Carrie B. Smith, Miss Mary Belle Jones, Mr. Elbert E. Pettiford, Mrs. Thelma Avent, Mrs. Mary W. Mitchell.

*Savannah 71st*

Mr. Ezekiel Ezra Tysor, Mrs. Geneva H. Taylor.

*Blackford School*

Mrs. Louise L. McIver, Mrs. Leona Jackson.

*Magnolia School*

Mrs. Lorena G. Coppage, Mrs. Marie Hollingsworth, Mrs. Margaret Lockamy.

*Beaver Creek School*

Mrs. Annie M. Evans, Mrs. Alice McAllister.

*Hope Mills School*

Mrs. Christine Smith, Mrs. Susie Evans.

*Snow Hill School*

Mrs. Ethel Raiford.

*Gray's Creek School*

Mrs. Jamesena Smith, Mrs. Marie McDonald.

*Swan's Creek School*

Mrs. Eunice Sherman, Mrs. Cassie S. Johnson, Mrs. Mattie M. Andrews, Miss Minnie McLaughlin.

*Lewis Chapel School*

Mr. Charles Avent, Miss Eva Slater, Miss Ethel Smith, Mrs. Mavis B. Harris, Miss Annie L. Westbrooks, Mrs. Lucille Ray.

*Willis Creek School*

Mrs. Naomi Humphrey.

*Ashley School*

Mr. William N. McGuire, Mrs. Mary S. Cherry, Mrs. Dorothy Murphy, Mrs. Nannie Gill, Miss Gladys Treadwell.

*Pearce's Mill School*

Mr. William C. Bridgers, Mrs. Emily S. Perry, Mrs. Bertha Stephens, Miss Theresa Payne.

*Saint Mark School*

Mrs. Louretta Wood.

*China Grove School*

Mrs. Gertie Wilds.

*Lonely Hill School*

Mrs. Chloriena Herring.

*McLemore School*

Mrs. Mamie L. Meekins.

*Savannah C. C. School*

Mrs. Vann S. Barnes.

*Cedar Creek School*

Mrs. Eldria Hughes, Miss Catherine Malloy.

*Simpson School*

Mr. R. C. Simmons, Miss Irene Jordan, Mrs. Edna S. Kelly, Mr. George W. Moore, Mrs. Nettie McDonald.

*Douglas School*

Mrs. Henrietta Moore.

*Eastover School*

Mrs. Laura T. Mitchell, Mrs. Quessie A. Drake, Mrs. Ermytrude Maize.

*Gardner School*

Mrs. Katie Webb, Mrs. Pauline Moore.

*Hickory Shade School*

Mrs. Pinkey McMillan, Mrs. Irene Montague.

*Long Branch School*

Miss Leola Smith, Miss Lena A. Wood, Mrs. Ida H. McNeill.

*Murphy School*

Miss Margaret McKoy, Mrs. Mary A. Singleton.

*St. Paul School*

Mrs. Magoba Adams, Mrs. Inez A. Beaufort.

*Wade School*

Mr. Elmer P. McMillan, Mrs. Juanita L. Drake, Mrs. Nellie M. Stewart, Mrs. Retha G. Pickett, Miss Verna Williams, Mrs. Carrie L. Simon, Mrs. Annette McK. Hill.

*Armstrong High School*

Mrs. Mary P. Robinson, Mr. John H. Lewis, Jr., Mr. R. C. Dublin, Mrs. Agnes S. Hill, Miss Elizabeth Edwards, Mrs. Lugenia H. Morton, Miss Helen V. Craig, Mr. James B. Baird, Mrs. Madeline J. Black.

*Fayetteville State Teachers College*

(100 per cent)

Dr. J. W. Seabrook, Mr. C. A. Chick, Sr., Mrs. H. T. Chick, Miss F. P. Eaton, Mr. H. M. L. James, Miss B. W. Jones, Mr. W. L. Jordan, Miss E. L. Murphy, Mrs. H. T. Norris, Mr. J. W. Parker, Mr. Lafayette Parker, Mr. J. B. Scott, Mr. A. L. Scott, Mrs. M. H. Seabrook, Mr. H. S. Smith, Miss M. E. Terry, Miss L. P. Turner, Miss Mamie Wilkerson.

*Newbold Training School*

Miss Helen A. Hucles, Mrs. Lillian L. Abron, Miss Clara C. Barnes, Miss Teresa M. Callender, Miss Juanita E. Coley, Mrs. Grace S. DuPree, Miss Katie V. Freeman, Mrs. Vivian S. Haithman, Mrs. Mildred F. Miller, Miss Ethel V. McIver, Miss Savannah W. Powell, Miss Catherine L. Smith, Miss Lula S. Summerville, Mrs. Addie O. Williams, Miss Joanna H. Williams, Mr. H. M. Sparks, Mrs. O. C. Sparks.

## CURRITUCK COUNTY

*Currituck County Unit*

Mrs. Almeta D. Hare, Mrs. Ruth G. Mullen, Mrs. Lola S. Mullen, Mrs. Madieth Williams, Mrs. Elnora B. White, Mrs. Judy P. Johnson, Mrs. Margaret Palmer, Miss Cleopatra J. Wilson, Mrs. Lillie E. Smith, Miss Naomi Fulford, Mrs. Lillie Harrison, Mrs. Alice B. Brown.

## DAVIDSON COUNTY

*Davidson County Schools**Union Chapel School*

Mrs. Mamie S. Singleton.

*Union Southmouth School*

Mrs. Lillie Mae Evans, Mrs. Jessie W. Miller.

*Petersville School*

Mrs. Frances F. Hairston.

*Reedy Creek School*

Mrs. Dorothea D. Michael.

## DUPLIN COUNTY

*Duplin County Unit*

(100 per cent)

Mr. R. A. Merritt, Mr. Charles G. McCoy, Mrs. Mildred Blue, Mrs. Fannie Smith, Miss Lillie B. Hall, Mrs. Sudie Stackhouse, Mrs. Pumie Graham, Mrs. Marie A. Monk, Mrs. Dora L. Branch, Mrs. Rossie Blackmore, Miss Mildred J. Davis, Miss Lena Mae Branch, Miss Annie Mae Kenion, Miss Cornelia Best, Rev. M. S. Branch, Mrs. I. M. Branch, Mr. W. E. Smith, Mrs. Mary K. Smith, Mrs. Thelma F. Moore, Mrs. Dorothy B. Thorpe, Miss Nesfield Wright, Miss Helen Gill, Mrs. M. L. Turner, Miss Bessie L. Beaty, Mrs. O'Thornia Hill, Mrs. Annie J. Wells, Mrs. F. L. Williams, Mr. C. H. Chalmers, Miss Veressa Williams, Mrs. Nettie C. Boyette, Miss Geraldine Montford, Mr. J. E. Belton, Mrs. M. H. Belton, Mrs. Sarah H. Taylor, Mrs. Mary T. Chalmers, Miss Doretha Dafford, Miss Irma Perry, Miss Lillie Mae Brunson, Miss Eleanor Rouse, Miss Alpha L. Thompson, Mrs. Mamie W. Smith, Miss Sudie C. Murfree, Mrs. Hattie Royall, Mrs. Lillie B. Newby, Miss Wilma Wallace, Mrs. Frances Levinston, Mrs. Lillie F. Grimes, Miss Geneva Slocum, Mrs. Daisy Branch, Miss E. R. Everett, Mrs. L. B. Ware, Miss M. E. Branch, Mrs. M. J. Branch, Miss S. L. Kornegay, Miss B. M. Moore, Miss R. V. Batts, Mr. E. H. Ware, Jr., Miss L. M. Baggett, Mr. F. H. Murray, Mrs. Lola B. Chasten, Mrs. Endym Price, Miss Mary L. Moore, Mrs. Gertrude Davis, Miss Mollie Smith, Mr. A. O. Williams, Miss Willie Sanders, Miss Flonnie K. Sharpless, Mrs. Mankie B. Morris, Mrs. Barcie Barcliff, Mr. I. R. Barcliff, Mrs. I. B. McGowan, Mrs. M. N. Pierce, Mrs. Tobitha Stevens, Mrs. J. V. Summets, Mrs. Eula Boney, Mrs. J. Galbrieth, Miss F. M. James, Mrs. M. S. James, Mrs. Ozie B. Wilson, Mrs. V. S. Nervis, Mr. E. B. Boney, Mr. C. W. Dobbins, Miss A. Whitehead, Miss Benitha Armwood, Mrs. Thelma D. Thompson, Mrs. Edna Robinson, Mrs. Anne McCann, Mr. R. H. Smith, Miss S. M. Dixon, Mr. W. M. Howard, Miss Winnie Dixon, Miss Mallie Cooper, Mr. Luther Sutton, Mrs. Iren A. Carr, Mrs. Mary D. Stanford, Mrs. Minnie T. Howard, Mrs. Bertha Kornegay, Mrs. Maude S. Horton, Mr. W. F. Johnson, Miss Jessie M. Johnson, Mr. Joseph Waters, Miss Othell Faison, Mrs. Willie N. McCoy, Mrs. Beulah Larkins, Mrs. Carrie Batts, Mrs. L. D. Miller, Miss Nallie Fennell, Mrs. Lillian Johnson, Mrs. Hattie R. Dobbins, Mrs. Pauline Watkins, Mrs. Juanita Boney, Mrs. Narcissus Wells, Mr. Jesse B. Dofford, Miss Carrie M. Sharpless.

## DURHAM COUNTY

*Durham City Schools**W. C. Pearson Elementary School*

Mrs. B. S. Bailey, Mrs. B. S. White, Mr. Edgar Alston, Mrs. M. O. Lee, Mrs. N. G. Cooper, Miss

W. M. Pamplin, Mrs. C. R. Holmes, Mrs. M. W. Arney, Mrs. S. C. Escoffery, Mrs. N. W. Thorpe, Mrs. P. H. Parker, Mrs. F. D. Liverpool, Mrs. N. L. Johnson, Mrs. G. R. Cheek, Mrs. P. H. Cordice, Mr. N. A. Cheek, Miss H. M. Jenkins, Miss C. T. Davidson, Mr. J. E. Peele, Mr. T. R. Webber, Mr. H. M. Whitted, Mrs. M. E. Kornegay, Miss B. L. Foster, Mrs. A. W. Payne, Mrs. H. D. Fleming, Mrs. M. W. Saunders, Mrs. J. D. Gamble, Mrs. M. E. Trice, Mrs. G. R. Hubbard, Mrs. E. W. Butler, Mr. Wm. Allen, Mrs. A. Kirby, Mrs. J. M. Wheeler, Mrs. E. M. Morrison, Miss L. A. Royster, Mrs. A. W. Payne.

*Hicktown School*

(100 per cent)

Mrs. F. G. Robinson, Miss R. C. Norris, Mrs. R. B. Webb, Mr. H. A. Hill.

*Walltown School*

(100 per cent)

Mrs. C. T. Russell, Mrs. L. S. Jackson, Mrs. M. W. Alston, Mrs. E. H. Fogle, Miss C. M. Russell, Mrs. G. G. Jemison.

*James A. Whitted School*

Mrs. E. B. Artis, Mrs. E. T. Bradshaw, Mr. W. L. Bradsher, Jr., Mrs. T. T. Carrington, Mrs. M. T. Hargraves, Mrs. M. T. Forte, Mrs. M. T. Geer, Mrs. M. W. Gilmer, Mrs. A. D. Long, Mrs. E. H. Marshall, Mrs. A. W. Marshall, Mrs. A. W. Morris, Mrs. C. C. Pemberton, Mrs. S. J. Pratt, Miss M. E. Stephens, Mrs. P. B. Watkins, Mrs. M. H. Wilson, Mrs. L. F. Wray, Mr. T. A. Parker.

*Burton School*

Mr. Frank G. Burnett, Miss A. M. Dunigan, Mrs. E. B. Pratt, Mrs. J. D. Maryland.

*Lyon Park School*

(100 per cent)

Mrs. R. D. Attis, Mr. W. D. Battle, Miss A. L. Cobb, Mr. A. M. Coward, Miss A. M. Faulk, Mrs. M. C. Grant, Mrs. N. P. Grigsby, Miss R. B. Grissom, Mrs. I. M. Harden, Mrs. M. L. McLaughlin, Mrs. B. E. McLaurin, Miss M. L. Stephens, Mr. J. M. Schooler.

*East End School*

Mrs. B. A. Reaves, Mrs. W. B. Bradsher, Mrs. M. H. Brewington, Mrs. N. L. Baldwin, Mr. E. E. Cannady, Mrs. G. A. Dawkins, Mrs. E. R. French, Mrs. J. H. George, Mrs. N. C. Greene, Mrs. R. D. Holloway, Miss J. E. Lewis, Mrs. M. D. McElrath, Miss B. B. Meadows, Mrs. E. L. Michaux, Mrs. M. G. Nance, Mrs. B. A. Reeves, Mrs. E. H. Plummer, Mr. F. G. Sowell, Miss S. L. Warren, Mr. F. D. Marshall.

*Hillside High School*

Miss Virgie L. Jones.

*North Carolina College*

Mr. C. T. Willis, Miss Pauline Newton, Mrs. Julia W. Harris, Mr. William E. Williamson, Miss Diana S. Dent, Miss Alethia A. Elps, Mr. C. C. Arney, Miss Evelyn B. Pope, Mrs. Ann McA. Johnson, Mr. Charles Alston, Mrs. Mamie A. Elam, Miss Ila J. Blue, Miss Esther P. Henry, Dean J. L. Stewart, Mr. Brooklyn T. McMillan, Miss Parepa R. Watson, Mr. H. Wilson Gray.

*Durham County Schools**Little River Schools*

Mr. C. B. Nixon, Mr. J. H. Malloy, Mrs. Jochebed Miranda, Mr. F. D. Whitted, Mr. J. L. Moffitt, Mrs. Edna R. Tuck, Mrs. Minerva W. Evans, Mr. W. C. Judkins, Mrs. Mamie Dawson, Mrs. Gladys Rhodes, Mrs. Laura Parker, Mrs. Sallie Harris, Mrs. Lola Solice, Mrs. Lula Schooler, Mrs. Rosa Branch, Miss Lillie Rogers.

*Mill Grove School*

Mr. L. S. Gilliard, Mrs. Pearl George, Mr. L. P. Williams, Miss Geraldine Donnell, Mr. J. D. Lennon, Mrs. E. Bernice Johnson, Mr. E. F. Hill, Mrs. Anna K. S. Thornton, Mrs. Viola Pindle, Mrs. Loraine Thorpe, Mrs. Mary E. Mitchell, Mrs. Leona Smith, Mrs. Stella Austin, Mrs. Theresa W. Jones, Mrs. Lucille P. King.

*Pearsontown School*

Mr. J. W. Davidson, Miss Celestia Harris, Mrs. E. D. Dunlap, Mrs. Marian Warren, Mrs. Alice B. Beggers, Mrs. Augusta M. Rogers, Mrs. Margaret Allen, Mrs. Dora B. Atwater, Mrs. Maude T. Sowell.

*Rocky Knoll School*

Miss Addie Crowder, Miss Helen Ridley, Mrs. Essie Curry.

*Rougement School*

Miss Iva M. Donnell, Miss Doris Stroud.

## Page School

Mrs. Sarah Thompson, Mrs. Madge Turner.

## EDGECOMBE COUNTY

*Tarboro City Schools**W. A. Patillo High School*

(100 per cent)

Mrs. Jennie D. Taylor, Mrs. Monnie G. Woodley, Mrs. Ruth M. Ganes, Mrs. Nan W. Bryant, Mrs. Willie F. Jones, Mrs. Mavis Knight, Mrs. Ella W. James, Mrs. Mary S. Mathewson, Mrs. Mary P. Williams, Mrs. Catherine F. Williams, Mrs. Mamie F. Forrest, Miss Eula M. Bryan, Miss Lois M. McNeill, Mr. Nolan Little, Mr. Erastus Batts, Mr. Sylvester Brown, Mr. W. H. Patillo, Mrs. Janie Pettaway, Mrs. S. Jean Patillo, Mrs. Mable Brown, Mrs. Reba Little, Mrs. Susanna M. Thomas, Mrs. Thelma Foster, Mrs. Emma O. Jones, Mrs. Pearl W. Bennett, Miss Ruby A. Graves, Miss Fannie O. Bridges, Miss Helen A. Walston, Miss Beatrice Garrett, Miss Laura Hammonds.

*Edgecombe County Unit*

Mrs. Carrie B. Bratcher, Mrs. Margaret W. Baker, Mrs. Ethel H. Baker, Miss Katie Lawrence, Mrs. Maggie Chase, Mrs. Marion W. Spense, Mrs. Catherine W. Smith, Mrs. Ruth W. Price, Mrs. Sarah Pitt, Mrs. Olive Bridges, Mrs. Emma A. Kates, Miss Mary A. L. Perry, Mrs. Lois B. Harrison, Mrs. Louella W. James, Mrs. Minnie T. Bullock, Mrs. Bertha B. Williams, Miss Blanche T. Scales, Mrs. A. W. Johnson, Mrs. M. H. Carraway, Mrs. M. B. Payne, Mrs. Laura B. Holley, Miss D. L. Pitt, Miss Victoria Hopkins, Mrs. G. M. Grandy, Miss S. R. Hammonds, Mrs. B. S. Pettaway, Miss V. E. Poole, Miss Addie A. Lawrence, Mrs. S. E. Small, Mrs. L. N. Hall, Mrs. E. L. Pailin, Mrs. Vivian M. Smith, Mr. A. U. Hexstall.

*Booker T. Washington High School*

Mr. O. R. Pope, Miss Anna Brown, Miss Oneilia Davis, Mrs. Ethel W. Greene, Mrs. Beatrice Underwood.

*George Washington Carver High School*

Mrs. T. W. Keyes, Mrs. E. P. Hedgepeth, Mrs. M. B. Lawson, Mr. J. H. Dickens, Mrs. M. R. Bryant, Mrs. L. M. Bryant, Mr. A. B. Canty, Miss D. E. McNeill, Mrs. D. B. Gilliam, Mr. S. A. Gilliam, Mrs. J. I. Gordon, Mrs. B. G. Wilks, Mrs. X. P. Martinez, Mrs. M. B. Spicer, Mrs. E. M. Terry, Mrs. M. P. Wimberley, Mrs. L. H. Macklin, Mrs. B. W. High.

*Brick Tri-County School*

Rev. J. W. Wiley, Mrs. Georgia P. Wiley, Miss Dorothy G. Hammonds, Miss V. L. Perry, Miss Evelyn Dickens, Mr. M. C. Miller, Mr. I. C. Rogers, Mrs. I. W. Knight, Mrs. Ethel B. Foreman, Mrs. Mary P. Boddie, Mrs. Mary Reid Clark, Miss E. F. Walker.

## FORSYTH COUNTY

*Winston-Salem City Schools**Skyland School*

Mr. D. C. Hobson, Miss O. Inez DeVane, Mr. Samuel P. Gerald, Miss Edith Hayes, Miss Ruth Holden, Mrs. Augusta T. Jeffers, Mrs. Willie H. Kennedy, Mrs. Esther Lassiter, Miss Myra Roseman, Miss M. Louise Smith, Miss Curlie Walls, Miss Alvia Wilson.

*Kimberly Park School*

Mrs. L. M. Anderson, Miss D. M. Andrews, Mrs. V. T. Banks, Mrs. M. S. Burns, Mrs. S. H. Claybon, Mrs. L. C. Compton, Mr. B. N. Cook, Mrs. G. S. Crawford, Mrs. V. T. Cromwell, Mrs. R. M. Dixon, Mrs. R. Dunlap, Miss O. Ford, Mrs. R. S. Harris, Miss A. R. Hendricks, Mrs. C. C. Hickerson, Mrs. S. S. Hilliard, Mrs. E. B. Lewis, Miss M. L. Lewis, Mrs. R. P. Matthews, Mr. A. Muldrow, Mr. E. L. Patterson, Mrs. D. O. Penn, Mr. W. E. Pitts, Mrs. S. W. Powell, Miss M. T. Rankin, Mrs. A. G. Robinson, Miss A. E. Setzer, Mr. L. C. Sheffey, Mrs. B. P. Spainhour, Mrs. I. A. Todd, Mrs. W. Y. Truesdale, Mrs. D. N. Unthank, Mrs. L. D. Watson, Miss B. Watts, Mrs. M. L. Wooten, Mr. A. L. Yarborough, Mr. A. H. Anderson, Mrs. R. B. Lewis.

*Woodland Avenue School*

(100 per cent)

Miss Eunice L. Burrell, Miss E. Faye Cash, Mrs. Laura Cornell, Miss Sara Costner, Mrs. Margratha Halth, Miss Laura L. Hooper, Miss Ophelia C. Howell, Miss Alice S. King, Mrs. Maude L. Pitts, Mrs. Birdie G. Robinson, Mrs. Nannie L. Taylor, Mrs. Gertrude B. Tonkins, Mrs. Vera Wagner, Miss Lucille Wesley, Miss Grace Whitworth, Mrs. Mavis O. Wright, Mr. Reginald S. Hayes.

### Columbia Heights Elementary School (100 per cent)

Mr. A. B. Reynolds, Mrs. W. P. Bridgett, Miss E. L. Carter, Mrs. C. D. Elam, Mrs. E. D. Fitch, Miss N. C. Foster, Mrs. I. B. Ellis, Mr. B. D. Friende, Mr. L. B. Greene, Mrs. M. B. Grier, Miss L. C. Hairston, Mrs. T. E. Koger Phillips, Miss M. B. Lancaster, Mr. J. O. Lowery, Mrs. M. S. Manning, Mr. Elliot Montgomery, Miss P. A. Neal, Mrs. F. B. Hairston Pettie, Miss E. H. Sadler, Mrs. E. G. Simpson, Miss E. L. Wentz, Mrs. E. S. Williams, Mrs. L. D. Yarbrough.

### Fourteenth Street School (100 per cent)

Mr. J. D. Ashley, Miss Irma L. Banks, Mrs. Essie O. Donoho, Miss Nannie M. Erwin, Miss Mamie B. Faithful, Mrs. Esther B. Fountain, Miss Zetta K. Gabriel, Miss Hazel Garrett, Miss Moena Graham, Mrs. Ella D. Haith, Mrs. Eleanor G. Hall, Mrs. Glennie M. Hall, Mrs. Edith Hammond, Mrs. Mary Jeffreys, Miss Doris L. Jenkins, Mrs. Nannie S. Johnson, Mrs. Ella B. Jones, Mr. Henry Jones, Mrs. Roger W. Kiser, Mrs. Agnes Lee, Miss Ella Rugh McCord, Miss Viola M. McKnight, Miss Helen McQueen, Mr. Charles I. Martin, Mrs. Willa H. Michael, Miss Piccola Morrow, Mrs. Juanita S. Penn, Mrs. Edna C. Revels, Miss Elinor Reynolds, Miss Clarice Scales, Mrs. Rosa B. Scales, Mrs. Sally L. Simms, Mrs. Josie W. Simons, Mrs. Lizetta Staplefoote, Miss W. Odell Spellman, Mr. Charles Steele, Mrs. Evelyn C. West, Mrs. Ida M. Williams, Mr. James Williams.

### Columbia Heights Primary School

Miss M. L. Allen, Mrs. H. S. Brown, Mrs. A. A. Bryant, Mrs. E. F. Dillahunt, Mrs. M. L. Ferguson, Mrs. B. R. Hepler, Mrs. E. W. Martin, Mrs. B. D. McCorkle, Mrs. S. S. Oliver, Mrs. I. L. Pannell, Mrs. V. P. Sadler, Miss E. C. Spencer, Miss S. I. Thigpen, Mrs. L. B. Williams.

### Winston-Salem Teachers College

Mr. Travis R. Hunt, Mrs. Christine K. Hedgley, Mr. H. E. Goore, Mrs. C. C. Pass, Miss C. Beatrice Moore, Miss Ethel C. Wilkinson, Miss Elva V. James, Mrs. J. F. Lewis, Mr. W. A. Bryant, Mr. J. Alston Atkins, Mr. F. L. Atkins, Mr. A. P. Marshall.

### Winston-Salem Teachers College

#### Future Teachers Chapter

Miss Rose M. Allen, Miss Katie B. Arnold, Miss Malden V. Bennette, Miss Virginia Brown, Miss Janice D. Cox, Miss Minnie R. Dawkins, Miss Ernestine R. Dedman, Miss Inez Dickerson, Mr. John W. Fuell, Mr. Bernard T. Foy, Mr. Oscar L. Foy, Mr. Warren Franks, Mr. Joseph L. Gallo-way, Miss Leonia Harding, Miss Hazel L. Hennigan, Miss Rosa L. Hooker, Miss Betty Ingram, Miss Augusta Jackson, Miss Mabel C. Johnson, Mr. Roland W. Lawrence, Miss Marion L. Light-foot, Miss Eunice M. Medley, Mr. Alphonsa Mills, Miss Dorothy M. Parker, Miss Alma E. Perkins, Miss Dorothy Randolph, Mr. Leon Randolph, Jr., Miss Mayme F. Reynolds, Mr. James A. Turner, Miss Margarette L. Turner, Miss Arnesie Turpin, Mr. Rueben L. Walker, Miss Savannah R. Walters, Miss Blonnie M. Washington, Miss Elva M. Watts, Mr. Woodie S. Williams, Miss Essie M. Wilder, Miss Nina L. Williamson, Miss Charlie Bell Winchester, Miss Joan B. Young, Miss Mary Gibson.

### Forsyth County Unit

Mrs. E. W. Bervien, Mrs. C. H. Camp, Mrs. Carrie Craig, Mrs. Clara Douglas, Mrs. Lovie Eaton, Mrs. Marion Faulkner, Mrs. A. P. Greene, Mr. Charles Greene, Mrs. I. P. Hairston, Miss Vashti James, Mrs. Juanita Lomax, Mr. E. L. Martin, Mrs. H. H. Richardson, Miss Johnsie Spann, Miss Ruth Summers, Miss Virginia Williams, Mrs. Jessie Young, Mrs. J. D. Peterson, Mrs. Barbara Alexander.

### FRANKLIN COUNTY

#### Franklin City Schools

##### Perry's School

Mr. J. Emanuel Wilson, Mrs. Bertha D. Wilson, Mrs. Hattie B. Spruill, Mrs. Clara E. Holt, Mrs. Priscilla M. Alston, Mrs. Mary Gowan Livingston, Mrs. Annie H. Burrell, Mrs. Betty G. Thomas, Mrs. Sallie L. Rodwell, Mrs. Sarah W. Davis, Mrs. Sadie M. Suitt, Rev. T. M. Alston, Rev. D. W. Holt.

#### Franklinton School Unit

Rev. J. P. Mangrum, Mr. R. J. Campbell, Miss Alberta O. Haywood, Mrs. Willie M. Hardy, Mrs. Q. E. D. Hawkins, Mr. Charles Keck, Mrs. Annie M. Campbell, Mrs. Burretta L. Mangrum, Mrs. Carrie S. Hawkins, Mrs. Mattie H. McCrimmon, Mrs. Grace B. Thomas, Mrs. Eleanor R. Green, Mrs. Addie W. King, Mrs. Rolline D. Collins, Mr. Melvill Person, Mrs. Maude McFadden, Rev. T. J. Young, Mrs. Elsie B. Harris, Mrs. Ora L. H. Person.

### Franklin County Schools

#### Franklin County Training School (100 per cent)

Mr. C. A. Harris, Miss M. L. Hill, Miss C. M. Stephenson, Miss L. S. Bradshaw, Miss G. J. Yarbrough, Miss M. L. White, Mrs. V. N. Price, Mrs. R. H. Ruffin, Mr. J. M. Ridley, Mr. J. O. Himbrey, Mrs. C. E. Conway, Miss E. E. Wright, Miss C. E. McKnight, Miss E. M. Syms, Mr. G. V. Holdin, Miss F. E. Gales, Mrs. L. E. Dunn, Mrs. E. F. Johnson, Mrs. M. L. P. Johnson, Mrs. V. H. Lewiston, Miss O. L. Yarbrough.

#### District No. 2

Mr. E. Edward Manley, Rev. A. G. Coley, Mrs. M. L. Corbett, Miss C. E. Denton, Miss M. J. Hawkins, Mrs. G. A. Jones, Miss E. W. McKnight, Mrs. I. W. Thomas, Mr. Arthur Williams.

#### District No. 4

Mr. Z. F. Hill, Mrs. Dora H. Anderson, Mrs. Betty Doretha Massenbug, Mrs. Annie C. Greene, Mrs. Edna M. Ridley, Miss Ruth C. Burt, Mrs. Carrie B. Young, Miss Athalee White, Mrs. Maggie L. Fogg MacCarkle, Mr. Ollie Burrell, Mrs. Elizabeth Leanord, Miss Dorothy Lilly, Mrs. Marie Moore, Mrs. Annie Person, Mrs. Alice Taylor, Mr. C. C. Jones.

#### District No. 5

(100 per cent)

Mr. R. M. Darden, Miss J. E. Merritt, Mrs. L. C. Whitaker, Mrs. Alice Hawkins, Rev. S. L. Suitt, Mrs. N. B. Crudup, Mrs. Glennie Y. McKethan, Miss D. E. Daniel, Mrs. M. E. Bullock.

### GASTON COUNTY

#### Gaston County Unit

Mr. T. Jeffers, Mr. J. H. Twitty, Mr. J. R. Henry, Miss Ivey Lawrence, Mr. L. R. Wells, Mrs. Verna Humphrey, Miss Fannie Kress, Mr. A. M. Rollins, Mrs. Isabel Wilkins, Mrs. M. A. Boyce, Mr. E. D. Wilson, Mr. H. S. Blue, Mr. R. C. Gingles, Mrs. D. R. Humphrey, Mrs. M. M. Jeffers, Mrs. Grace W. Johns, Mrs. Margaret Wilson, Mr. E. D. Wilson.

### GATES COUNTY

#### Gates County Unit

Mrs. Fannie R. Sawyer, Mrs. Geneva J. Bowe, Mrs. Thelma Jones Hall, Mrs. Addie James, Mr. Paul Seymore, Mrs. Lillie Seymore, Mr. R. S. Cooper, Mrs. C. H. Patterson, Rev. Raymond R. Purnell, Mrs. Bernice P. Sawyer, Miss Sarah Lane, Miss Otis G. Muse, Mrs. H. G. Spellman, Mr. R. P. Carr, Mr. E. B. Hicks, Miss M. J. Long, Mrs. Julia Darden, Mrs. Anna Purnell, Mrs. M. F. Hardy, Mrs. O. A. Riddick, Mrs. Mabel Williams, Miss Ruth Smith, Mrs. W. G. Palin, Mrs. Sallie White, Mr. Vance H. Riddick, Mrs. Fannie Melton, Mr. Paul Seymore, Mrs. Lillie S. Seymore, Mr. C. M. Sawyer, Mr. T. S. Cooper, Mrs. R. A. Cooper, Mrs. Mattie Burke, Miss Doris McFadden, Mrs. Nollie Mitchell, Mrs. Rosa Gibbs, Mr. W. N. Douglas, Mrs. Lydia H. Strickland, Mrs. Annie Burke, Mr. Richard Harrell, Mrs. Mattie Riddick.

#### Members at Large

Mr. H. L. Mitchell, Mr. T. S. Cooper.

### GRANVILLE COUNTY

#### Oxford City Schools

##### Orange Street School

(100 per cent)

Mrs. R. H. Payne, Mrs. N. D. Hicks, Mrs. C. E. Eisebey, Mrs. W. G. Anderson, Mrs. B. C. Ransom, Miss H. S. Barnes, Mrs. F. J. Hawley, Mrs. A. R. Greene, Mrs. O. H. Johnson, Mrs. M. T. Cureton, Mrs. B. B. Greene, Mrs. J. C. Baptiste, Mrs. L. Q. Hamme, Mrs. S. R. Wilson, Mrs. B. P. Tyler, Mr. James W. Hall.

#### Mary Potter School

(100 per cent)

Dr. H. S. Davis, Mr. G. R. King, Mr. R. A. Lewis, Mr. J. W. Saunders, Mr. J. O. Smith, Mrs. M. J. Holley, Miss M. C. Morris, Miss E. Scriven, Mrs. I. S. Brennon, Mr. H. Gilreath, Miss D. E. Peace, Miss E. L. Cherry, Miss E. R. Jordan, Mrs. A. M. Gillespie, Mrs. R. E. Howell, Mrs. M. H. Scott, Miss A. Williams.

#### Granville County Unit

Mrs. Eva B. Young, Mrs. Bailey Cooper, Miss Anice Allen, Mrs. Rose C. Mason.

#### G. C. Hawley High School

(100 per cent)

Mrs. Nell Eaton, Miss Martha Massenbug, Mrs. Hattie Crews, Mrs. Lucille Allen, Mrs. Serena Parker, Mrs. Dora Springs, Mrs. Ola Hill, Mrs. Lorena Hedgespeth, Miss Isabel Hicks, Mrs. Ludie Greene, Mrs. Patsy Jackson, Mrs. Mary Smith,

Miss Marie Lancaster, Miss Ruth Thompson, Mr. Andrew McGhee, Mr. John Eisebey, Mr. Urias Atkins, Mr. G. C. Hawley.

#### Joe Toler High School

(100 per cent)

Miss Nancy Mayes, Mrs. Hattie A. Hester, Mrs. Mollie Peach Chavis, Miss Christine C. Shuford, Mrs. M. W. Gant, Mrs. C. H. F. Broadie, Miss A. V. Oakley, Miss D. A. Joyner, Mr. G. H. Williams, Mr. William E. Baptiste.

#### Oak Hill District

Mrs. Roberta D. Gilreath, Miss Madelyn Downey, Mrs. Willia Chavis, Mrs. M. F. Yancey, Mrs. Olivia Samford.

### GREENE COUNTY

#### Greene County Unit

Mrs. Icelean A. Taylor, Miss Secher Edwards, Miss Martha Parker, Miss Lussie L. Holly, Miss Ruth Shaw, Mrs. Nettie T. Turner, Mrs. Daisy K. Morris, Mrs. Mary E. Forman, Mr. J. A. Felton, Mrs. Lossie Askew, Mrs. Ella Anderson, Mr. I. M. Jordan, Mrs. Clara Jordan, Miss Viola Welch, Mrs. A. B. Stitts, Mrs. T. W. Felton, Miss Ruby Dunn, Mr. Walter J. Suggs, Miss M. L. Dixon, Mrs. N. E. Wilks, Miss Mary Everett, Miss Claudie Everett, Mr. J. C. Rouse, Miss G. D. Suggs, Miss L. E. McMurren, Mrs. E. L. Wright, Mrs. F. A. Pridden, Mrs. L. E. Baxter, Mr. G. W. Joyner, Mrs. E. E. Woodard, Miss Luddie Swinson, Miss Clara B. Artist.

#### Greene County Training School

Mrs. K. D. Smith, Mrs. R. S. Stanton, Mrs. C. J. Johnson, Mrs. M. I. Burge, Mrs. G. T. Edwards, Mrs. H. T. Joyner, Mrs. M. E. Suggs, Mrs. R. E. Edwards, Mrs. G. S. DeVane, Miss R. L. Suggs, Miss S. L. Suggs, Miss W. D. Carroll, Miss V. J. Holland, Mr. E. J. Brinson, Mr. J. O. Dixon, Mr. G. W. White, Mr. L. H. Smith, Jr., Mr. L. R. Redden.

### GUILFORD COUNTY

#### Greensboro City Schools

##### Dudley High School

(100 per cent)

Mrs. Nancy D. Arnette, Miss Lorraine L. Bobette, Mr. Chester Dradley, Mr. Franklyn Brown, Miss Wilsonia Butler, Mr. Vance Chavis, Mrs. Nelle Coley, Miss Mildred Colson, Mrs. Etna Ellison, Mr. William J. Furcon, Mr. William Goldsborough, Mrs. Blanche T. Grant, Mr. Charles A. Grant, Miss Anna Henderson, Mrs. Lillian L. Humphrey, Mrs. Esther Jenkins, Mrs. Ferne W. Kenney, Mr. N. V. Macomson, Mrs. Hazel T. Nimmo, Mrs. Willie Riddick, Mr. George A. Rivers, Mr. J. W. Sapp, Miss Margaret Simmons, Miss Dorothy Slade, Miss Angeline Smith, Miss Fannie Washington, Mrs. Barbara Wells, Miss Alberta White, Mrs. Willie McLaughlin, Mr. William Skelton, Mr. J. A. Tarpley, Mrs. Hortense J. Collette.

#### Charles H. Moore School

(100 per cent)

Mrs. F. R. Alston, Mrs. Sudie E. Byarm, Mrs. Cora H. Gray, Miss Ida S. Jones, Mrs. Sallie P. Ruff, Mrs. Mary G. Williams.

#### Washington Primary School

(100 per cent)

Mrs. J. W. Adams, Mrs. A. W. Baker, Mrs. M. R. Cooper, Mrs. D. S. Enoch, Miss S. R. Fisher, Mrs. C. T. Forney, Mrs. B. M. Graham, Mrs. L. J. Gregg, Mrs. R. G. Hood, Miss M. Kirkland, Mrs. D. C. McCall, Mrs. G. T. Simkins, Mrs. O. P. Womack, Mr. J. S. Leary, Mr. W. L. Jones, Mrs. Helen H. Alexander, Mr. E. A. Blair, Mrs. Nan W. Bowling, Mrs. Annabell Chavis, Mrs. Willie Clapp, Miss Grace W. Deberry, Mrs. Pauline B. Foster, Mrs. Catherine W. Hawkins, Mrs. Mae Sue Henry, Mr. J. M. Hickerson, Miss Sallie I. Jones, Mrs. Fannie S. Leary, Mrs. Ella Mae Lewis, Mr. J. A. McKee, Mrs. Kittie W. Nicholson, Miss Catherine O. Norcott, Mrs. Lucille C. Tarpley, Mrs. Elouise L. Penn.

#### J. C. Price School

(100 per cent)

Mr. A. H. Peeler, Mrs. Lualgia D. Ferguson, Mrs. Laura D. Brown, Mrs. Martha Y. Hairston, Mrs. Carolyn Humphrey, Mrs. Gladys Hammonds, Miss Catherine McCullough, Mrs. Gertrude McKoy, Mrs. Ruby D. Mason, Mrs. Alain Lelton, Mr. Cecil Miller, Miss Bertha Minor, Mrs. Anna B. Moore, Mrs. Lillian D. Nelson, Mrs. Hazel P. Oldham, Miss Margaret Smith, Miss Catherine Taylor, Mrs. Susie Taylor, Mr. John B. Wilson.

#### Jacksonville School

(100 per cent)

Mrs. G. D. Woods, Mrs. Helen H. Booker, Mrs. Grace G. Brown, Mrs. Luella E. Crosby, Mrs.

Margaret Logwood, Mrs. Lolita N. Lomax, Mrs. Pauline W. Tillman, Mrs. Essie B. Wise.

*Jonesboro School*  
(100 per cent)

Mr. G. D. Tillman, Mrs. N. G. Bynum, Mrs. Pauline A. Donnell, Mrs. Mary C. Douglas, Mrs. Mamie H. Jones, Mrs. Lelia S. Taylor.

*Terra Cotta School*  
(100 per cent)

Mr. T. W. Cowan, Mrs. Marjorie F. Mayfield, Miss Poryia M. Scarlette.

*A. and T. College*

Mr. J. L. Bolden, Mrs. Frances Clemmons, Mr. J. C. McLaughlin, Mr. Richard Thornhill, Mr. Filmore Haith, Dr. B. T. White, Mr. C. P. George, Miss Carolyn E. Crawford, Mrs. A. E. J. Wiggins, Mr. J. W. R. Grandy, Miss Nettie M. Nash, Miss K. M. Porcher, Mr. W. T. Johnson, Mr. William Spigener, Mr. C. E. Dean, Mr. E. S. Carr, Mrs. Dorothy Hayes Blount.

*Bennett College*

Mrs. Marie Moffitt, Mr. C. G. Winston, Mrs. Constance Morteena, Mr. Clinton Armstrong, Mrs. Monnie Smith, Miss Fannie Fisher, Mr. J. D. Singletary.

*High Point City Schools*  
*Leonard Street School*  
(100 per cent)

Mrs. Callie V. Holmes, Mrs. Geady Whitaker, Mrs. Marie Davidson Rivers, Mrs. Margaret J. Simmons, Mrs. Julia II Hall, Mrs. Georgianna F. Matthews, Mrs. Charlie H. Curry, Mrs. Sadie McLean Burton, Mrs. Ethel B. Ballenger, Mrs. Lillian B. S. Merritt, Mrs. Beulah McCorkle Boyd, Mrs. Dahla D. Ingram, Mrs. Terah W. Whitten, Mrs. Thenia Y. Brincefield, Miss Elizabeth Perry, Miss B. Beatrice Lomax, Miss Mary Hunter Jones, Mr. S. S. Whitted.

*Fairview Elementary School*  
(100 per cent)

Miss Mytrelene L. Graye, Mrs. Lessie E. Flowe, Mrs. Mary H. Blackburn, Mrs. Galatia E. Lynch, Mr. Herman L. Forbes, Miss Mattie C. Robinson, Mrs. Magalia M. Hart, Miss Edna V. Perry, Miss Nettie C. Moss, Mrs. Edna M. Williams, Mrs. Janie K. Williams.

*Guilford County Unit*  
*Sedalia School*

Mrs. V. W. Webb, Miss Willa A. McIver, Mr. William H. Lanier, Mrs. Mattie A. Moffitt, Mrs. Mary B. Allen, Mrs. Beatrice B. Coles.

**HALIFAX COUNTY**

*Roanoke Rapids City Schools*  
*John Armstrong Chaloner High School*

Mrs. Iowa B. Johnston, Mrs. Helen W. Rawles, Mr. Blas W. Gatling, Mrs. Lillian W. Lewis, Mr. P. Lewis.

*Weldon City Unit*  
(100 per cent)

*Halifax County Training School*

Mr. W. B. Davis, Mrs. Minnie Williams, Miss C. E. Slade, Miss L. V. Dickey, Miss M. E. Woods, Mrs. C. T. Blackwell, Miss C. E. Tucker, Mrs. L. M. Knox, Mrs. L. E. Cooke, Mrs. V. M. Pridden, Miss L. H. Moore, Miss M. E. Freeman, Mrs. L. A. Mack, Mrs. R. A. Cheek, Mrs. E. S. Woodruff.

*Halifax County Unit*

Mrs. E. E. Felton, Mr. J. C. Bias, Mrs. N. T. Bowens, Mrs. R. W. Jones, Miss Ann Hawkins, Mr. John Bullock, Mr. L. F. Bowens, Mrs. L. E. Shields, Mr. H. P. Richardson, Miss A. L. Savage, Miss Idonia Dixon, Miss Ann L. Connor, Miss Hannah Bogle, Mrs. Estella Pendergraft, Miss Loretha Quaterman, Mrs. L. E. Spells Jones, Miss Annie Mutts, Mr. C. B. Cooper, Mrs. Aaron F. Wilder, Mr. Aaron F. Wilder, Mr. W. A. Holmes, Miss Gladys Howard, Miss Myrla Jordan, Mr. Luther Williams, Mr. Alonzo Burgins, Mrs. Lila T. Manning, Mrs. Hilda Mutts, Miss Virginia McAden, Miss Jessie Stewart, Mrs. Willie M. Marable, Mrs. C. S. Bias, Mrs. E. E. Felton, Mr. Julian Lyons, Mr. Clarence Bailey, Mrs. Nannie Francis, Mrs. Alberta Eason, Mrs. Margaret Scott, Mr. Clarence Branch, Mr. Joseph Battle, Miss Pauline Adams, Mrs. Maxine Adams, Miss Eva Alston, Miss Mabel Arrington, Mrs. Elvira Ashley, Mrs. Olivia Austin, Mrs. Nellie Applewhite, Mrs. Annie Brinkley, Mrs. Bertha Bullock, Miss Edna Barrett, Mrs. Josephine Bailey, Mrs. Florida Berry, Miss Fargon Berry, Mrs. Beatrice L. Bowser, Mrs. Lanelle M. Clark, Mr. C. C. Clark, Mrs. Gladys Clark, Miss Corlister Clark, Miss Marie Clark, Miss Lucinda Clark, Mrs. Mattie W. Coleman, Mrs. Minnie C. Cotton, Miss Clara Copeland, Miss Ruth Crowell, Mrs. Eleanor Culbreth, Miss Hazel

Daniels, Miss Vera Davis, Miss Virginia Davis, Mrs. Annie L. Debrew, Miss Geneva DeBrew, Mrs. Annie Demery, Mrs. Annie Shearin Davis, Miss Lucille Edwards, Mr. George D. Felton, Miss Susie Ford, Miss Ruth Fields, Mr. Alphonso Finch, Mrs. Okay Finch, Miss Gwendolyn Gill, Miss Helena Hardy, Miss Sallie Mae Hardy, Mr. Johnston Harris, Mrs. Addie C. Hardy, Mrs. Annette Hedgepeth, Miss Lois Hawkins, Miss Maudine Hawkins, Mrs. Fannie Hawkins, Miss Virginia Haywood, Miss Viola Hoffer, Mrs. Dorothy Huggins, Mrs. Lillie Hill, Mr. James Hannon, Miss Claudia Harper, Mrs. Matilda Alston Harmon, Mrs. Archie Bell Jenkins, Mrs. Martha W. Jackson, Miss Mamie Jones, Mrs. Ruth Braswell Jones, Mrs. Irene Jones, Miss Cora E. Jones, Mrs. Curtis Joshua, Mrs. Helen H. Johnson, Mrs. Bessie Johnston, Mrs. Llane Joyner, Miss Wilhelmina Johnson, Miss Beatrice Jones, Mr. Claude Johnson, Mrs. Mabel Johnson, Mrs. Mary Pittman Joyner, Mr. James Johnson, Mr. Edward Kyer, Mrs. Corinne Lassiter, Miss Hattie Lucas, Mrs. Annie R. Marrow, Miss Thelma Mack, Mrs. Virgil Meekins, Mrs. Uzella McDaniel, Mrs. Ellen Alston Mitchell, Mrs. Geraldine Mitchell, Mrs. Doris H. Miller, Mrs. Gossie Mills, Mrs. Mary W. Newsome, Miss Tetrizinnia Nicholson, Mrs. Sadie H. Pettiford, Mr. Jasper Pridden, Mr. Maxwell Paige, Mrs. Mary E. Pittman, Mrs. Mattie Pressley, Miss Gwendolyn Poin-dexter, Miss Atlanta Qualls, Mrs. Sadie F. Rainey, Miss Carrie Richardson, Mrs. Hattie Richardson, Miss Vivian Reed, Mrs. Anna J. Rogers, Mrs. Lottie Schultzes, Miss Maria Shaw, Mr. Frederick Shields, Mrs. Lucinda Jones Smith, Miss Pearl Smith, Miss Grace M. Smith, Mrs. Blanche Smith, Mr. Willie M. Smith, Mrs. Ruby T. Stewart, Mrs. Dorothy Staton, Mrs. Pearl H. Spaulding, Mrs. Annie S. Taylor, Miss Danidee Thorne, Miss Lucy Thorne, Miss Lucille Townsend, Mrs. Lelia S. Vaughan, Miss Maretha Wade, Mr. John Welch, Miss Madge Watson, Mrs. Mary B. Wilkins, Mrs. Mary S. Wilkins, Miss Helen Wills, Mrs. Dorothy Wills, Miss Elvenie Whitaker, Mr. Peter C. Williams, Mrs. Alice Williams, Mrs. Frankie Williams, Mrs. Christine Whitaker, Mrs. Eva J. Wilson, Mr. Leroy Wilson, Mrs. Westie D. Wills, Miss Marian Wilkins, Mrs. Elsie Woodley, Mr. J. H. Yarbrough, Mrs. Frankie F. Young, Mr. Edwin Hardy.

**HARNETT COUNTY**

*Harnett County Unit*  
*Cedar Grove School*

Mrs. Katie Foushee, Mrs. Ida Matthews.

*Erwin School*

Mrs. Mary Cromatie, Mrs. Nellie Byrdsol.

*Mt. Pisgah School*

Mrs. Vera Ryals, Mrs. Mary Copling, Mrs. Minnie Cameron.

*Norrington School*

Mrs. Annie S. Wright.

*Johnsonville High School*

Mr. F. H. Ledbetter, Mrs. M. M. McLean, Mrs. C. N. Corbett, Miss M. L. Harrington, Mrs. M. N. Brown, Mrs. C. E. Cameron, Mrs. L. T. Taylor, Mrs. M. B. Murchison.

*Norrington School*

Rev. John E. Marks, Miss Roberta Baxter, Miss Teatha Tucker.

*Harnett County Training School*  
(100 per cent)

Mr. A. Richard Dees, Mr. Robert K. Corbett, Mr. W. Roy Hooper, Mr. C. C. Ray, Mrs. L. C. Thomas, Miss M. G. McGhee, Mrs. Carrie S. McLean, Mrs. L. Louise Culbreth, Mr. T. R. Vines, Mrs. B. S. Beatty, Mrs. E. McLean Ferguson, Mrs. C. D. Avery, Miss A. L. Smith, Miss P. LaJ. Moore, Mrs. Leora H. Dees, Miss V. M. Swann, Mrs. Iva McNeil Smith, Mrs. Jessie M. McKoy, Mrs. Eva M. Minter, Miss Mable Smith, Miss Emma L. Elliott, Miss Ruby L. Rowland, Mrs. Carol F. Moore, Mrs. Thelma O. Satterwhite.

*McLean's Chapel School*

Miss Winifred O. Allen, Miss Mildred Dunham, Mrs. Carrie Atkins, Mrs. Althea Mooney, Mrs. Earthalane S. Clark, Mrs. A. P. Bass.

*Shawtown High School*

Mr. J. S. Spivey, Mrs. M. L. Spivey, Mr. J. M. Murfree, Mrs. B. A. Sanders, Miss E. McNeill, Mrs. I. B. Spruell, Mrs. D. L. Carter, Miss V. E. Bizzell, Mrs. R. E. McKoy, Mrs. A. H. Taylor, Mrs. C. H. Rowland, Miss L. C. Faulkner, Mr. W. T. Childs, Mrs. N. M. Boston, Mrs. L. D. Perkins, Mr. E. J. Rhue, Mrs. I. F. Hawkins, Miss Margaret Sasser.

*Coats School*

Mrs. K. H. Campbell, Miss Irene Black, Miss Ethel Gilmore, Mrs. F. L. Rhodes.

*Seminole School*

Mrs. Callie Tuck.

*Beaver Dam School*

Mr. C. E. Forte, Miss E. O. Allen, Mrs. Addie Warfield, Mrs. Annie Drane, Mrs. Mary Crowe.

*Ridgeway School*

Mrs. W. S. Prince, Mrs. L. W. Swann, Mrs. M. J. Chalmers, Mrs. R. M. McDowell.

*Creeksville School*

Mr. Charlie Walker.

*Paradise School*

Mrs. Georgia McKoy.

*Bethlehem School*

Mrs. B. G. Rhue, Mrs. N. C. Baldwin, Miss Mattie McLean, Miss Gladys Washington, Miss M. I. Nimmo.

**HENDERSON COUNTY**

*Hendersonville City Schools*  
(100 per cent)

Mr. John R. Marable, Mrs. M. Joyce Mills, Miss Laura B. Cooke, Miss Mary Ellen Stephens, Mrs. Eula B. Owens, Mrs. Addie M. Miller, Mrs. Eva Robinson Pilgrim, Mrs. Lois Brown Houser, Odell M. Rouse, Mrs. M. Waddell LeChampe.

**HERTFORD COUNTY**

*Hertford County Unit*  
*Calvin S. Brown High School*  
(100 per cent)

Miss Melba C. Ashe, Miss Sallie Y. Bizzelle, Mrs. Corinne W. Brummell, Mrs. Viola H. Chavis, Mrs. Sadie N. Copeland, Mrs. Emily D. DeVane, Mrs. Lillian N. Everett, Miss Minnie L. Flood, Mrs. Emma C. Freeland, Mr. H. C. Freeland, Mrs. Effie Gadsden, Miss Ardelle Garrett, Mrs. Albina B. Hall, Mrs. Julia H. Hunter, Mr. M. D. Jarmond, Mrs. Pecolia H. Jarmond, Mrs. Undean W. Jones, Mrs. Virginia E. Lawrence, Mr. S. F. Lewis, Mrs. Esther B. Oliphant, Mrs. Dora J. Porter, Mrs. Luvenia B. Rouson, Mrs. Alice J. Scott, Mrs. Theora C. Stallings, Mr. Rochelle Vann, Mr. C. B. Varner, Mrs. Addie L. Weaver, Mrs. Ailene B. Weaver.

*Harrellsville Township School*  
(100 per cent)

Mrs. Eunice S. Banks, Mrs. Ethel S. Bullock, Mrs. Erma E. Collins, Rev. C. A. Hart, Mrs. Fannie V. Holloman, Mr. Jathion H. Holloman, Miss Virginia D. Jones, Mrs. Fannie S. Mizzelle, Miss Mildred Perry, Mrs. Myrtle H. Smith, Mr. Godwin B. White, Miss Sadie B. White.

*Riverview School*

Miss Cora Lee, Mrs. Susie Boone, Mrs. Flossie Binson, Mrs. Onethia Porter, Mrs. Gertrude Strayhorn, Mrs. Louise Jones, Mrs. Claudia Reid, Miss Annie O. Cooper, Mrs. Eliza Jenkins, Mr. A. R. Bowe.

*Courthouse School*

Miss Susie Monger, Miss Fostina Worthington.

*Robert L. Vann High School*

Mr. H. D. Cooper, Mr. J. L. Faulcon, Miss G. E. Hall, Miss E. K. Pierce, Mrs. H. K. Bonner, Mr. J. W. Futrell, Mr. G. T. Bazemore, Mrs. S. N. Cooper, Mrs. C. A. Harrell, Mrs. M. H. Futrell, Mr. C. S. Yeates, Mrs. R. M. Manley, Mrs. M. S. Colson, Miss Evangeline Moore, Mrs. L. B. Patterson, Mrs. E. J. Harrell, Mrs. I. N. Yeates, Mrs. E. N. Paulcon, Mrs. I. E. White, Mrs. C. C. Holloman, Mrs. D. C. Weaver, Mrs. D. A. Newsome, Mrs. M. N. Bond, Mrs. Maria Newsome, Mrs. V. M. Hart.

*St. John School*

Mr. T. R. Hall, Mrs. Mollie O. Holloman, Mrs. Agnes Weaver, Mrs. I. J. Collins.

*Union School*

Mrs. Irabel Riddick, Mrs. Dicie H. Reid.

*Menola School*

Mrs. D. H. Taylor, Mrs. Arthalia P. Yancey, Mrs. E. R. White.

*Signboard School*

Mr. Erskine Morgan, Mrs. Sylvania D. Eason.

**HOKE COUNTY**

*Hoke County Unit*

*Upchurch High School*  
(100 per cent)

Mr. A. S. Gaston, Mrs. Geraldine Avery, Mrs. Sarah Barber, Miss Eloise Butler, Mrs. Amanda Colclough, Miss Rachel Flemister, Mrs. Lillian

Gleaves, Mrs. Fannie Graham, Mrs. Rosa Hinton, Miss Maggie Jones, Mr. J. Enoch Kearney, Miss Tulula Parker, Mrs. Mamie Pierce, Mrs. Ruth Pope, Mrs. Annie Pridgen, Miss Ethel Rodgers, Miss Anna Smith, Mr. Charles Thigpen, Miss Sudie Truizers, Miss Clara Wadell, Mrs. Helen Williams, Mr. Stephen Williams.

#### Hoke County Unit

Miss B. Dobbins, Miss Rosie McNeill, Miss M. Verona Byrd, Miss M. T. Byrd, Miss Marie Barr, Mrs. Rosa S. Anders, Miss Nellie K. Frierson, Miss Dora Lee Gilchrist, Mrs. Hannah A. Springs, Mrs. Georgia K. McDowell, Mrs. Daisy Robinson, Mrs. Maggie V. Bryant, Mrs. Mary E. McLaughlin, Mr. W. C. Campbell, Mrs. R. C. McNeill, Miss Bonzie Dobbins, Mrs. Ola S. Moore, Mrs. Daisy Quevedo, Mrs. Ida Belle Cole, Mrs. Ida Mae McCorkle, Mr. Garfield Coleman, Mrs. Leona Mack Coleman, Mrs. Mary Duke, Mr. James H. Chalmers, Mr. John K. Mumford, Mr. Joseph Drake, Mrs. Reba Holmes, Mrs. Flora Hankins, Mrs. Alberta Lane Morgan, Mrs. Mary McGeachy, Mrs. Lucille Mumford, Mrs. Avie M. Gordon, Miss Macie Johnson, Miss Luvania McGordon, Mrs. Viola D. Monroe, Rev. H. E. Williams, Mrs. J. M. Harper, Miss Sara C. Mallette, Miss Lillian McRae, Mrs. A. L. Gaston.

#### HYDE COUNTY

##### Hyde County Unit

Mrs. Senia Shepherd, Mrs. Mattie Gibbs Collins, Mr. O. A. Peay.

#### IREDELL COUNTY

##### Statesville City Unit Morningside High School

(100 per cent)

Mr. A. D. Rutherford, Mrs. C. M. Abernathy, Mrs. M. V. Alexander, Miss M. L. Caldwell, Mrs. M. L. Carden, Miss M. Curry, Mr. G. F. Dalton, Mrs. M. G. Dalton, Mrs. B. M. Fuller, Mrs. L. M. Hamilton, Mrs. A. F. Hodge, Mrs. M. B. Hollowell, Mr. H. L. Horne, Mrs. M. M. Littlejohn, Mr. L. C. Meacham, Mrs. C. W. Nesby, Mrs. L. C. Peterson, Miss B. C. Sherrill, Mrs. A. L. Stevens, Miss E. Whitted.

##### Poplar Branch School

Miss F. Evans, Miss M. A. Williams.

##### Mooreville City Schools

(100 per cent)

Miss Althea Dumas, Miss Margaret Caldwell, Mrs. V. R. Duncan, Miss Clara H. Neely, Miss Marjorie Adams, Miss Margaret Carr, Miss Carolyn Woodard, Miss Myrtle J. Foust, Mr. Wilmer Pennix, Mr. N. F. Woods.

##### Iredell County Unit

Mr. Charles William Rankin, Mrs. Beulah Spann Cannon, Mrs. Mildred Reid Rankin, Mrs. Euva Lee Mangum, Miss Frances O. Derr, Miss Clara L. Wilkins, Miss Eva Estella Young, Miss Celeste C. Blackburn, Miss Dorena Stevenson, Mr. H. H. Blackburn, Miss Mae Bethel Davidson, Mrs. Gladys King Montgomery, Miss Lumicia Sherrill, Mr. O. M. Pharr, Mr. Ira Brewer, Jr., Miss Jean P. Gilbert, Miss Edna Mae Pitts, Miss Johnnie Allisen, Mr. William Littlejohn, Miss Grace H. McMullen, Miss Connie K. Spicer, Mr. Donald O. Ivey, Miss Plornnie Elvira Davidson, Mr. Cyrus Walker Alexander, Jr., Miss Clara S. Hayes, Mr. Willie G. Deal, Miss Ethel D. Walker, Mr. Mason C. Miller, Mrs. Mary C. Holliday, Mrs. Readie Stinson Smith, Mrs. Mary Newton Morrison, Mrs. Sadie Perkins Murdock, Miss Geneva B. Miller, Mr. Moses H. Harrington, Mr. Arrie Nelson Wright, Miss Jettie Mae D. Morrison, Miss Madge E. Simril, Mrs. Juanita Dalton Fain, Mr. Harry T. Henry, Mrs. Allie Stinson Bryce, Mrs. Mazie Goodman Holt, Miss Willie Mae Holly, Miss Ivey E. Williams, Mrs. Allie Coble Brown, Mrs. Matilda Reid Campbell, Miss Miriam S. Davidson, Miss Mildred Feimster, Miss Sadie Hackett Morrison, Miss Fleecy Mae Griffin.

#### JOHNSTON COUNTY

##### Johnston County Unit

##### Johnston County Training School

(100 per cent)

Miss E. B. McNeil, Miss B. A. Grice, Miss B. E. Moses, Miss F. K. McNeil, Miss L. A. Bailey, Miss N. L. Smith, Miss A. D. Smith, Miss D. M. Lee, Mrs. S. N. Smith, Mrs. B. H. Barnes, Mrs. R. L. Saunders, Mrs. E. T. Penman, Miss B. L. Wilson, Miss M. C. Alston, Miss W. E. Joyner, Mrs. N. M. Jones, Mrs. E. H. Jordan, Mrs. E. B. Canady, Mrs. E. W. Cofield, Mr. W. R. Collins, Miss Blondell B. Jones, Miss Edna E. Moore, Mrs. Albert Forte, Mrs. M. L. Heartley, Mrs. Amelia P. Feldon, Miss Eunice E. Neil, Mrs. Ann J. Goode, Miss Sarah L. McClamb, Mr. Reginald Ennis, Mr. O. O. Harris, Mrs. Cora H. Hawkins, Mrs. Cora Hawkins, Mr. Charles Woods, Mr. James Penman, Mr. O. W. Harris.

#### Four Oaks School

Mr. R. L. Holt, Mrs. O. W. Beckwith, Mrs. H. C. Griffin, Mrs. Helen Holt, Mrs. Betina S. Wilson, Mrs. C. B. Arrington, Miss Charlie Mae Canady, Miss Pearl Earp, Miss Eva Martin, Mrs. Lillian Futtrell, Miss N. E. Veneble, Mrs. E. B. Richardson.

#### Short Journey School

Mrs. Eva V. Cooper, Mrs. Dollie M. Sanders, Mrs. Bertha B. Gillis, Mrs. R. B. Murph, Mrs. H. B. Simmons, Mrs. E. J. Jordan, Mrs. Cora D. Toler, Miss D. L. McAllister, Miss Ione Vinson, Miss Carol E. Reaves, Miss V. V. Woods.

#### Selma School

Mr. M. L. Wilson, Mr. O. W. Turner, Mrs. Francis W. Alston, Mrs. Flora B. Holt, Mrs. Sallie A. Richardson, Mrs. E. A. Coley, Mrs. B. C. Freeman, Mrs. Maude B. Reid, Mrs. E. G. Gasden, Mrs. M. W. Wilson, Mrs. E. Hawkins, Mrs. W. M. Lacey, Mrs. Callie G. Siler, Mrs. Betty J. Wilson, Miss Naomi Watson, Miss H. A. Morrison, Miss R. E. Peacock, Miss E. L. Johnson, Miss Daisy R. Walker, Miss Eliza D. Clark, Miss Hopie N. Tomlinson, Miss E. D. Elliott, Miss Geneva Hill, Mrs. C. H. Johnson, Mrs. R. H. Dean.

#### William Mason Cooper School

Mr. N. L. Cannaday, Mr. J. A. Holden, Mr. J. D. Saunders, Mrs. P. W. Young, Mrs. P. Morgan, Mrs. Flossie Holden, Mrs. F. D. Cannady, Mrs. J. E. Saunders, Mrs. I. D. Spaulding, Mrs. Surluta B. Nivens, Mrs. Mabel Turner, Mrs. Cora Boyd, Miss Susie A. McIntosh, Miss Matilda A. Ormond, Miss Almira J. Kennedy, Miss Katie C. Powell, Miss Thelma M. Penn, Miss Ethel D. Jones.

#### Princeton Graded School

Mr. G. W. Bryant, Mrs. M. J. Bryant, Mrs. M. V. Hinton, Mrs. Edna Davis, Mrs. Lottie M. Holt, Miss Julia C. Gallman.

#### Kenty School

Mr. Paul E. Watson, Mrs. L. M. Sanders, Miss T. C. Heartley.

#### JONES COUNTY

##### Jones County Schools

##### Trenton Colored High School

Mr. C. C. Franks, Mr. A. S. Bryant, Mr. Jimmie I. Barber, Rev. J. A. Everette, Mr. C. W. Franks, Mrs. A. R. Dove, Mrs. I. S. Franks, Mrs. V. Mc Payton, Mrs. M. W. Isler, Mrs. G. B. Brown, Mrs. L. M. Franks, Mrs. O. K. Grady, Mrs. A. L. Gerald, Mrs. M. W. Dockery, Miss H. L. Mallette, Miss B. Morton, Mrs. C. D. Johnson, Mrs. A. B. Jarmon, Mrs. M. V. Davis, Mrs. A. B. Williamson, Mrs. A. H. Franks, Mrs. N. K. Jarmon, Miss Lillian Fisher, Miss Creola E. Wilder.

##### Jones County Training School

Mrs. Mattie Brown, Mr. Charles Brown, Mrs. C. Smith Chapman, Miss Alma J. Chadler, Miss Ruby L. Franks, Mrs. Lillie F. McDaniel, Miss Celestine Pate, Mrs. Edna W. Shack, Miss Edna S. Smallwood, Mrs. Nora M. Thruston, Miss Ada Belle Willie, Mrs. A. W. Willie, Mr. J. W. Willie, Mrs. Martha M. Wooten, Mr. D. W. Murrell, Jr., Miss Georgie Murrell, Miss Maybelle Simmons, Miss Minnie E. Berry, Miss Eula Kinsey, Mr. A. B. Ward.

#### LEE COUNTY

##### Lee County Unit

Mr. W. B. Wicker, Mrs. C. C. Davis, Mrs. P. R. Alston, Mrs. C. S. Jamerson, Mrs. S. T. Yokley, Mrs. L. G. Fox, Mrs. J. B. Alston, Miss Marion L. Thorne, Mrs. L. G. Faucette, Mrs. B. W. Burge, Mrs. S. W. Walker, Miss M. C. Vinson, Mrs. M. A. McLean, Miss E. M. Jannon, Miss Annie M. McMillan, Miss Queen E. Hester, Mrs. Grace Smith Holmes, Miss P. P. Jordan, Mrs. C. W. Moore, Mrs. M. V. Wicker, Mrs. L. C. Fisher, Mrs. E. P. Donahue, Mrs. C. A. Taylor, Mrs. S. J. McMillan, Miss G. L. Turner, Mrs. Estelle Snipes, Mrs. C. D. Mitchell.

##### Lee County Training School

Miss M. E. McKoy, Mr. J. D. Fisher, Mr. V. J. Caviness, Mrs. H. W. Brown, Mrs. E. M. Bland, Mrs. M. G. Thompson, Mrs. M. E. Bates, Mr. W. P. Brodie, Mrs. E. R. Wolfe, Mrs. R. L. Broome, Mr. J. B. Brown.

#### LENOIR COUNTY

##### Kinston City Schools

##### Adkin High School

(100 per cent)

Mr. C. B. Stewart, Mr. C. J. Barfield, Miss Inez Cannon, Mr. Stephen Carraway, Jr., Miss Beulah C. Davis, Mrs. Geraldine D. Grice, Mr. Frank Oliver Hanes, Miss Esther E. Hodges, Mr. Thomas E. Hornburger, Mr. E. S. Houston, Mr. William A. Lawson, Mr. John H. Lucas, Miss Mima Jane Melvin, Mr. Willie R. Moore, Miss Grace L. Payne, Miss Vergial L. Smith, Mrs. Ruth Graham Tillery, Miss Beatrice J. Tyler, Mrs. Hortense Chapman

White, Mrs. Nancy C. Williams, Mrs. Jessica H. Winslow, Miss Sarah E. Wooten.

#### Tower Hill School

(100 per cent)

Mr. James A. Harper, Miss Thelma Albritton, Miss Katherine L. Allen, Mrs. Vina D. Battle, Miss Peggy E. Cogdell, Mrs. Margaret G. Fisher, Mrs. Elaine B. Fletcher, Miss Elaine R. Gardner, Mrs. Alberta R. Gibson, Miss Jeanette M. Hairston, Mrs. Etta B. Lane, Miss Rosa B. Lassiter, Mrs. M. N. Leita, Mrs. Lelia P. Mitchell, Miss Lillie Mae Newkirk, Miss Anna Mae Raye, Miss Miriam A. Ross, Mrs. Dora Greene Sampson, Miss Lillie M. Smith, Mrs. M. W. Smith, Mrs. Roselyn H. Sutton, Mrs. Ernestine J. Stewart, Mrs. Beatrice E. Strong, Miss Sara L. Thomas, Mrs. Esther W. Tyson, Mrs. Mary G. Williams, Mrs. Marion M. Womack.

#### Lenoir County Schools

##### LaGrange High School

Mr. E. B. Frink, Mr. W. L. Bynum, Mrs. S. L. Flanagan, Mrs. O. W. Frink, Mrs. P. L. Henry, Mrs. C. B. Kornegay, Miss L. Hill, Mrs. M. A. Thompson, Mrs. M. F. Best, Miss P. B. Smith, Mrs. A. D. Pridgen, Mrs. R. B. Bryant, Miss L. A. Steele, Miss M. M. Wayne.

#### LINCOLN COUNTY

##### Lincolnton City Schools

##### Oaklawn High School

Mr. G. E. Massey, Mrs. Juanita B. Massey, Miss Jacqueline B. Fitch, Mrs. Drucilla Johnson, Miss Willa M. Massey, Mrs. Tillathia M. Brooks, Miss Lillie R. Beatty.

##### Lincoln County Unit

(100 per cent)

Mrs. Annie Wade Biggers, Mr. Willie Wright, Jr., Rev. A. P. Corley, Miss Carrie Carson, Mrs. Emma S. Wade, Mrs. Creola Wade, Miss Sallye Dale, Mrs. Annie Loritts, Miss Laura Price, Mr. J. K. Diamond, Miss Edith M. Ramseur, Miss Estell Taylor, Miss Eddie Vaughn, Mrs. Lillie M. Watkins, Mrs. Rosebud Rendleman, Mr. A. G. Holland, Miss Anna B. Hart, Mr. Arthur Peterson, Mrs. Melvender James, Mrs. Beth Wallace.

#### MARTIN COUNTY

##### Martin County Unit

##### Williamston High School

Mr. E. J. Hayes, Mrs. Nora Cherry Slade, Mrs. Alma Duer Gaither, Mr. Richard T. Cole, Miss Thomasena N. Miller, Mr. Richard Broadnax, Mrs. Doreatha S. Chance, Mr. Foster Lee Blount, Mrs. Lillian Slade Jones, Miss Essie Lee Mizelle, Mr. John Maryland Slade, Miss Irene Elizabeth Hargett, Miss Mary S. Gray, Miss Rhodena N. Jackson, Miss Ethel A. Winborne, Miss Lela Slade Chambers, Miss Eulah V. McCloud, Miss Carrie B. Joyner, Miss Blonnie Louise Ellison, Miss Christine B. Clark, Miss Marcelette Riley, Mr. Dorill E. Owens.

##### Biggs School

Mr. William Honeyblue, Mrs. Clara Roberts Owens, Mrs. Annie Slade Modica.

##### Rodgers School

Mr. Alonza Jones, Mrs. Harding Bates Slade, Miss Vida Mae Cordon, Miss Alverta Purnell Ewing.

##### Williams Lower School

Mr. James Faulk, Mrs. Armazor Cherry Robertson, Miss Evelyn Odessa McFadden.

##### Burroughs School

Mr. William V. Ormond, Mrs. Beatrice Roberts Evans.

##### Gold Point School

Mr. Don G. Chance, Miss Lottie Viola McNair, Mrs. Basha A. Andrews, Mrs. Nancy N. Highsmith.

##### Poplar Point School

Mrs. Ester Cherry Council.

##### Robersonville School

Mr. Noah W. Slade, Mrs. Carrie Mae Mizelle, Mrs. Eulie Andrews Wooten, Miss Vern Gladys Rogers, Mrs. Cymera R. Fagan, Mrs. Fannie B. Lee Slade, Miss Daisy Elizabeth Chance, Mrs. Jennie McMurren Randolph.

##### Everetts School

Mr. Ernest Linwood Owens, Miss Indiana Taper, Mrs. Quentile Evans Bowser, Miss Thelma Eujan Sapp.

##### Oak City School

Mr. Turner K. Slade, Miss Catherine Manning, Mrs. Richella E. Tillery, Mrs. Vivian Arnette Armistead, Miss Ethel E. Walker, Mrs. Carolyn Cherry Slade.

*Hamilton School*

Mr. Rufus S. Gaither, Mr. W. T. Alexander, Miss Ruth Alfonza Downing, Miss Nellie M. Smith, Mrs. Rebecca Everett Keys, Mrs. Rosa McNair McCray.

*Salisbury School*

Mr. George T. Hyman, Mrs. Cora Griffen Jones, Mrs. Joanna M. Dowdy.

*White Oak Springs School*

Mrs. Ellen M. Lester, Mrs. Florence B. Buffaloe.

*Jones School*

Mr. David Lester, Mrs. Ernestine W. Pearce.

*Whitchard James School*

Mr. Ralph Allen Keys, Miss Wilhelmina O. Pearce, Mrs. Eleanor Chance Hyman.

*Jamesville School*

Mr. Milton L. Armistead, Miss Lois Rodgers, Miss Mamie Knox.

*Corey's School*

Mrs. Ella Smith Hextall.

*Da den's School*

Mr. John James, Mrs. Ella Perry Bryant, Mrs. Maxine Judy Harris, Miss Marjorie Brown.

*Smithwick School*

Mrs. Annie Mariah Hassel, Miss Augusta Lenora Cooper.

*Bear Grass School*

Mrs. Mary Knight Lane.

*Cross Roads School*

Mrs. Annie Marie Cabarrus, Miss Maggie Elizabeth Ireland.

*Parmele School*

Mr. W. A. Chance, Mr. M. A. Armistead, Mrs. Julia J. Chance, Mrs. Hazel Reese, Miss Helen Hawkins, Miss Martha C. Taylor, Miss Pearl V. Modlyn, Mrs. Marvis Lloyd, Mr. W. E. Reid, Mr. A. B. Wynne, Miss Deloris Boone, Miss Juanita Wharton.

**McDOWELL COUNTY***Marion City Schools**Hudgins High School*

Mr. F. M. Beaver, Miss Ethel Lee Goodman, Miss Eddieola Alexander, Mr. B. G. Corpening.

**MECKLENBURG COUNTY***Charlotte City Schools**Second Ward High School*

(100 per cent)

Miss Minnie Banner, Mr. Edward Brown, Miss Edith A. Byers, Miss Zelma Caldwell, Miss Francennia Carr, Mrs. Willia Carson, Mr. Ernest Cohen, Mrs. Luella Currie, Mr. Diamond Kenneth, Mrs. Dorothy Plagg, Mr. Donald Garner, Miss Wahbirk Guillebeaux, Miss Mattie Hall, Mrs. Virginia Hall, Mrs. Estelle Hart, Mrs. Geneva Henry, Miss Virginia Hill, Mr. Richard Jefferson, Mr. Louis Levi, Miss Edith A. Malone, Mrs. Alene McCorkle, Mr. Howard Moreland, Miss Pennie Perry, Mrs. Pearl Phillips, Miss Marjorie Singleton, Mrs. S. G. Stewart, Mr. Edgar Tarpley, Mrs. Josie Thompson, Mr. Campbell Tolbert, Miss Barbara Watson, Mrs. Cecelia Wilson, Mr. Frederick Wiley, Mr. J. E. Grigsby.

*Isabella Wyche School*

(100 per cent)

Miss B. D. Moore, Mrs. C. T. Boaton, Miss M. R. Byers, Mrs. G. C. Daniels, Miss B. L. Brown, Mrs. V. G. Hart, Mrs. L. M. Hamilton, Mrs. M. C. Henderson, Mrs. L. K. Holloman, Mrs. E. G. McKeithen, Mrs. I. N. Newkirk, Mrs. F. M. Nash, Mrs. M. G. Patterson, Miss L. M. Perry, Mrs. G. F. Moreland, Mrs. R. S. Pitts, Miss J. A. Tate, Mrs. G. E. Wylie.

*Myers Street School*

(100 per cent)

Miss Estelle Arthur, Mrs. Frances Sampson, Miss Lenora Grier, Mrs. Mildred Burwick, Mrs. Leila Davis, Miss Rachel Duren, Miss Willie Gabriel, Miss Lula Gaskin, Mrs. Inez Byers, Mrs. Geneva Alston, Mrs. Ruth Williams, Mrs. Ella J. Vorce, Miss Dollie Young, Miss Fannie Miller, Miss Lucille Ray, Mrs. Samella Twitty, Mrs. Elsie Matthews, Mrs. Annie W. Warner, Mrs. Octavia B. Tucker, Mrs. Matilda Hairston, Mrs. Bessie Patterson, Mrs. Mable Russell, Mrs. E. B. Murphy, Mrs. Frances Graham, Mrs. Julia W. Boulding, Mr. L. L. Boyd, Miss Hattie T. Russell, Mr. B. D. Roberts.

*Alexander Street School*

(100 per cent)

Mrs. Jayne W. Hemphill, Mrs. Helen B. Givens, Mrs. Louise Y. Harris, Miss Blanche W. Tyson, Mrs. Mamie T. Brewington, Mrs. M. A. Smith, Mrs. N. L. Syphax, Mrs. Lucile G. Harris, Mrs. Ruth E. Kennedy, Mrs. Bessie W. Mulliens, Mrs. Helen C. Alexander, Mrs. Dorothy P. Stinson, Mrs. W. P. Hoffman, Miss Virginia M. Gullick, Mrs. S. S. Kelly, Miss Annie E. Stevenson, Mrs. L. H. Mackay.

*Fairview School*

Mrs. C. McFadden, Mrs. Q. C. James, Mrs. O. Tate, Miss H. Anderson, Mr. W. G. Byers, Mrs. D. Steele, Mrs. A. Heritage, Mr. J. Holley, Mrs. O. Gray, Mrs. H. Moreland, Mrs. R. Marrow, Mrs. S. Kennedy, Miss E. Morris, Mrs. J. Teamer, Mrs. M. Conner, Mrs. M. McKee, Mrs. M. Hardy, Miss M. Denton, Mrs. G. Cunningham, Mrs. A. Bell, Mrs. J. McKenzie, Miss D. Craig, Miss L. Wilson, Miss V. Wyatt, Mrs. L. Jenkins, Mrs. M. Cromartie, Miss F. Partee.

*Morgan School*

(100 per cent)

Mrs. E. R. Anderson, Mrs. Mildred M. Alexander, Mrs. Ethel J. Butler, Miss Grace J. Crawford, Miss Florenia E. Frazier, Mrs. Minnie J. George, Miss William C. Gullick, Mrs. Floretta D. Gunn, Mrs. Beulah W. Hill, Mrs. Grace L. Stevenson, Mrs. Vivian S. Washington.

*West Charlotte High School*

(100 per cent)

Mrs. Clinton L. Blake, Miss Gwendolyn Alexander, Miss Mildred Baxter, Miss Minnie A. Blake, Miss Virginia Bryant, Mr. Vernon A. Buck, Jr., Mr. James C. Hasty, Miss Mamie L. Gearn, Miss Julia C. Jackson, Miss Spellman L. Lane, Mrs. Martha L. McKinney, Mrs. Willie M. McKissick, Mr. T. Marion Martin, Mrs. Leola M. Shannon, Mr. Leroy Miller, Mr. Samuel A. Moore, Miss Sadie Moragne, Mr. Clarence E. Moreland, Miss Minna M. Reid, Miss Martha E. Riddick, Miss Elizabeth G. Schmoke, Miss Virginia D. Shuford, Miss Kathleen L. Stuart, Mr. Joseph F. Towns, Mr. Otis A. Williams, Miss Barbara B. Welborne.

*Johnson C. Smith University*

Dr. A. O. Steele, Mr. W. C. Donnell, Dr. T. A. Long.

*Mecklenburg County Unit*

Mrs. C. B. Hicks, Mr. H. W. Hill, Mrs. C. P. Alexander, Mrs. M. T. Dickinson, Mrs. Fannie Ivey, Miss Mary Garner, Mrs. L. T. Haywood, Mrs. B. H. Gilliard, Mrs. Grace Ford, Mrs. Bessie Beatty, Miss Mary Neal, Miss Rosetta Williams, Mrs. Cora Diamond, Mr. I. T. Graham, Mrs. E. S. Johnson, Mrs. T. M. Colston, Mrs. Effie Beaver, Miss E. E. Adams, Miss Margaret M. Stewart, Mrs. Leitha Caldwell, Miss Vivian Ann Johnson, Mr. William Baker, Miss Willie L. Flowe, Mr. W. E. Hall, Mrs. Lillie Gill, Mrs. Hazeline Jones, Mrs. Ruth Frazier, Mrs. S. G. Ward, Mrs. B. K. Watkins, Mrs. M. P. Hill, Mrs. Maggie Russell, Mrs. Carrie Chisholm, Mrs. M. B. Gamble, Mrs. J. B. McCain, Miss Pearl Dinkins, Mrs. V. F. Rann, Mrs. Dorothy Poe, Mr. James O. Harris, Mrs. Aldriche Ross, Miss Styna McKnight, Miss Bessie D. Baucum, Miss Josephine Brown, Mr. John Kibler, Miss Louise Yourse, Mrs. Eva Davidson, Mrs. Eliza Russell, Mrs. Irene Hunt, Mrs. M. D. King, Miss A. R. Maxwell, Mr. L. E. Poe, Mr. T. J. Anderson, Miss Wilma Long, Miss Marjorie Caldwell, Miss Doria B. Foster, Miss Johnetta Toatley, Miss Mattie Foster, Mrs. Rosa M. Foust, Miss Kathleen Ross, Mrs. M. G. Davis, Mrs. Doreather O. Wallace, Mrs. Ruth O. Gannaway, Mr. G. E. McKeithen, Miss Louise Hare, Mr. A. H. Hethington, Mrs. L. C. Anderson, Miss W. E. Powell, Mr. P. L. Reid, Mrs. J. R. Isler, Mrs. W. P. Owens, Mrs. Estelle Brown, Mrs. E. C. Smith, Miss Sellars, Mrs. A. M. Payne, Mr. Bird, Mrs. A. W. Roberts, Mrs. Lillie Ferguson, Miss Ruth Morris, Mrs. Nannie Corley, Miss Lallie Ledbetter, Mrs. Lillian C. Green.

*Clear Creek High School*

Mrs. Carrie G. Burton, Miss Mamie Wallace, Mrs. Mary J. Smith, Mr. Joseph C. Belton.

*Charlotte Teachers Association*

Mrs. S. P. Sasso, Miss L. E. Byers, Miss Ruth Caudle, Mrs. D. E. Cornelius, Mrs. D. H. Dusenbury, Mrs. P. L. Grigsby, Mrs. C. H. Hamer, Mrs. R. L. Love, Mrs. E. H. Maxwell, Miss S. L. McCombs, Miss V. O. Murray, Miss Mildred Nelson, Miss Edna Robinson, Miss I. L. Shute, Mrs. R. A. Southerland, Mrs. F. H. Wheeler, Mrs. Grace Wyche.

**MONTGOMERY COUNTY***Montgomery County Unit**Edwards School*

Mrs. Vancie Carpenter, Mrs. E. M. Williams, Miss M. I. Butler, Mrs. F. C. Lewis, Mrs. R. B. McRae.

*Mt. Gilead School*

Mr. R. T. Hoffman, Mrs. G. J. Hoffman, Miss Wattlington, Miss McLaughlin.

*Wadeville School*

(100 per cent)

Rev. O. F. Barnhill, Mrs. D. E. Barnhill.

*Bisco School*

(100 per cent)

Mrs. M. H. Wilson, Mrs. L. S. Hannar.

*Peabody High School*

Mrs. N. B. Sinclair, Miss R. Hull, Mrs. S. T. Hawkins, Mrs. M. W. Anderson, Miss L. J. Blue, Mrs. B. Dobbin Lowery, Mrs. Hattie Dobbin, Miss R. Caldwell, Miss A. B. Barnhill, Mr. Coleman.

*Leake's School*

(100 per cent)

Mr. J. T. Dockery, Miss Amanda Capil, Miss J. M. Kennedy, Miss E. L. Hannah.

*Candor School*

(100 per cent)

Mr. J. W. Mash, Sr., Mrs. R. B. Dailey, Mrs. A. C. Wade, Mrs. B. P. McRae.

*Powell's School*

(100 per cent)

Mrs. M. B. Rush.

**MOORE COUNTY***Pinchurst City Schools*

Mr. Seaborn C. Cureton, Mrs. Lousa O. Cureton.

*Moore County Unit*

Miss E. L. Barrett, Mrs. A. W. Blue, Mrs. M. J. Johnson, Mrs. N. J. Kelly, Miss B. L. Plummer, Mrs. A. B. C. Jackson, Mrs. N. H. Spicer, Mrs. M. K. Jefferson, Mrs. V. F. Brooks, Mrs. D. H. Blue, Mr. R. Otis Taylor, Mrs. M. W. Wynn, Mr. H. E. Sutton, Miss T. L. Tillman, Mr. T. C. Jackson, Miss Elvira Garrett, Mrs. T. P. Smith, Mrs. L. E. Ferguson.

**NASH COUNTY***Rocky Mount City Schools**O. R. Pope School*

(100 per cent)

Mr. Montera Davis, Miss Catherine Anthony, Mrs. Mary L. Backus, Mrs. Annie W. Battle, Mrs. Ila K. W. Bellamy, Mrs. Mattie S. Bowen, Mrs. Gladys M. Cofield, Mrs. Nannie B. Bratcher, Mrs. Susie A. Hagans, Mrs. Sarah S. Leonard, Mrs. Myrtle L. Lewis, Mrs. Corleise F. Morgan, Mrs. Lizzie P. Jenkins, Mrs. Martha B. Townsend, Mrs. Gladys W. White.

*Abraham Lincoln School*

(100 per cent)

Mr. Charles T. Edwards, Mrs. A. B. Armstrong, Mrs. Ella B. Allen, Mrs. C. A. Battle, Mrs. Annie K. Biggs, Miss Petty L. Brown, Mr. T. V. Foster, Jr., Miss Juanita Exum, Mrs. S. S. Kirby, Miss Mary F. Lane, Miss Ethel M. Lucas, Mrs. Elsie B. Miller, Mrs. Annie W. Neville, Mrs. Jessie H. Pash, Miss Annie L. Perry, Miss Rebecca Perry, Mrs. Helen C. Redding, Mrs. Georgia P. Walker, Mrs. Therisa R. Lyles.

*Annie W. Holland School*

(100 per cent)

Mr. Boyd L. Ancrum, Mrs. L. Y. Brown, Mrs. J. P. Cotton, Mrs. L. R. Daves, Mrs. L. B. Davis, Miss G. M. Diggs, Miss K. B. Gray, Mrs. H. V. Mason, Miss M. C. Porter, Mrs. L. S. Pittman, Mrs. C. V. Riggsbee, Mrs. L. P. Thigpen, Miss L. Wells, Mrs. M. C. Williams.

*Nash County Unit*

Mrs. M. A. Forte, Miss Celia Pettiford, Mrs. Josephine Robinson, Miss Gertie Phillips, Miss Mary Grant.

*\* Spaulding High School*

(100 per cent)

Mrs. E. B. Jones, Mrs. L. D. Albright, Mrs. G. A. Turner, Mr. J. P. Harriston, Miss P. E. Jackson, Miss E. B. Jones, Miss H. E. Sampson, Miss E. B. Malone, Miss E. M. Chavis, Mrs. L. S. Lassiter, Mr. J. F. Wheeler, Mr. C. Bryant, Mr. M. A. Bullock, Miss G. Robinson, Mrs. G. Brown, Mr. J. H. Brown.

*Evans School*

Mrs. Carrie S. Howell, Mrs. Vivian D. Tillman.

*Nash County Training School*

(100 per cent)

Mr. Willard J. McLean, Mr. Rowland E. Fitzgerald, Mrs. Juanita A. Powell, Mr. O. D. Moore,

Mrs. Ruth P. Roberts, Mrs. Evelyn H. Monk, Mrs. Mollie M. Harrison, Miss Eva Mae McLaughlin, Miss Alice B. Davis, Miss Alice C. Vaughan, Mr. Thomas W. Williams, Mrs. Hannah B. Ricks, Mrs. Hazel N. Williams, Mrs. Odessa G. Pretlow, Miss Arcelia M. Spivey, Miss Elsie V. Bryant, Miss Almeda O. Bryant, Mrs. Lula W. Reeves, Mrs. Tullie C. Taylor.

*Rawlins School*  
(100 per cent)

Mrs. Maude B. Hubbard, Mrs. Christine Chase, Mrs. Mary W. Reid, Mrs. Josephine H. Daniels.

*Whitakers School*  
(100 per cent)

Mr. Robert J. Johnson, Miss Christine Wells, Mrs. Blanche Bostic, Mrs. Annie E. Boykins.

*Cedar Grove School*  
*Middlesex School*  
(100 per cent)

Miss Elizabeth Easterling, Mrs. Kittie Cumbo, Mrs. Mabel Jordon, Miss Madeline Smith.

**NEW HANOVER COUNTY**  
*New Hanover County Unit*  
*Williston Industrial School*

Mr. F. J. Rogers, Miss S. M. Wortham, Mr. Charles Bryant, Mrs. M. C. Ready, Mrs. N. R. McD. Cotton, Mr. F. P. Robinson, Mrs. C. H. Robinson, Miss S. B. Hooper, Miss Louise Artis, Mrs. L. F. Bess, Miss Daisy Lyles, Mrs. M. D. Grady, Mrs. E. T. Harlee, Mrs. E. G. Holmes, Mrs. Louise Johnson, Mrs. A. C. King, Miss B. B. Leonard, Miss Frances Rush, Mrs. M. S. Washington, Mr. C. M. Haithman, Mr. Melvin Wall, Mrs. E. N. Williams, Mr. F. F. Brown, Miss J. B. McIver, Mrs. S. A. Moultrie, Miss Lena O. Toms, Mrs. L. S. Williams.

*Williston Primary School*  
(100 per cent)

Mr. B. T. Washington, Mrs. J. B. Adkins, Mrs. D. B. Bryant, Miss K. S. Crawley, Mrs. M. F. Emanuel, Mrs. B. R. Kennell, Mrs. K. D. Goode, Miss L. J. Green, Mrs. R. W. Hall, Mrs. E. S. Hansley, Miss M. B. Harris, Mrs. E. H. Johnson, Miss M. E. Johnson, Miss A. L. Moore, Mrs. H. O. McDonald, Miss I. H. McIver, Miss A. C. McKoy, Mrs. L. S. McKoy, Miss S. B. Nixon, Miss E. L. Sharpless, Miss S. N. Sullivan, Mrs. C. G. Trent, Miss M. M. Tucker, Mrs. A. E. Webber, Miss L. G. Whiteman, Miss S. H. Willis, Miss J. R. Williams, Mrs. S. W. Wright.

*Moffitt Village School*

Mrs. V. E. Boone, Miss J. L. Barden, Mrs. I. J. Barnhill, Mrs. L. N. Davis, Mrs. K. M. Moore, Mrs. L. P. Saunders, Mrs. T. W. Williams.

*East Wilmington School*

Mrs. Lulu E. Mack, Mrs. A. C. Williams, Mrs. L. N. Lofton, Mrs. R. H. Ferguson, Miss F. Sadgwar, Mrs. Essie R. Miller.

*Peabody Elementary School*  
(100 per cent)

Miss Sarah M. Ashe, Miss Mabel C. Brown, Miss Lillian Cross, Mrs. Lula C. Davis, Mrs. Almeria A. DeVaughn, Mrs. Katie L. Foreman, Miss Anna M. Gill, Mrs. Nettie M. Green, Mrs. Adell S. Harris, Mrs. Mamie B. Harris, Miss E. Gertrude Jervay, Miss Ezell J. Johnson, Mrs. Zoia C. Lane, Miss Edna F. Moore, Miss Mozelle McKinnis, Miss Alice L. Ormond, Mrs. Susie L. Perchee, Miss Georgia B. Pierce, Miss Ida B. Randall, Mrs. Marguerite J. Rogers, Mrs. Lettye H. Sharpless, Miss Lavinia E. Sneed, Mrs. Ethel B. Telfair, Mr. C. H. McDonald.

**NORTHAMPTON COUNTY**  
*Northampton County Schools*

*Nebo School*  
(100 per cent)

Mrs. Bettie B. Briley, Mrs. Vashti B. Williams.

*Woodland Graded School*  
(100 per cent)

Mr. W. L. Dilday, Mrs. Doris C. Pope, Miss Virginia Lucas, Mrs. Verdelle R. Johnston, Mrs. Bernice Ashe, Mrs. Ernest Langford.

*Conway Graded School*  
(100 per cent)

Mrs. Irene B. Dail, Mrs. Claude Flythe, Mrs. Thelma Harris.

*Ransom School*  
(100 per cent)

Miss Lillian E. Harrell, Miss Mary L. Rice, Miss Mary W. Boone, Miss Loney E. Harrell.

*Branch's Chapel*  
(100 per cent)

Mrs. Joanna Maggette, Mrs. Essie L. Scott.

*Macedonia School*  
(100 per cent)

Miss Desserya, Mrs. Ruth J. Ricks.

*Allen Chapel School*  
(100 per cent)

Mrs. Blanche L. Edwards, Mrs. Codis Flythe Martin, Miss Josephine Zollicoff.

*Margarettsville School*  
(100 per cent)

Mrs. Callie F. Johnson, Mrs. Sophia V. Faison.

*Gumberry School*  
(100 per cent)

Mrs. Eva Lee Querton, Miss Catherine Jeffries.

*Jackson Elementary School*  
(100 per cent)

Mrs. L. P. Jordan, Mrs. M. J. Judkins, Miss C. M. Tyler, Miss E. C. Randolph, Miss K. E. Lassiter, Mr. A. A. Judkins.

*Willis Hare School*  
(100 per cent)

Mrs. E. M. Alston, Mrs. Elizabeth Sharpe, Mrs. Leola Morgan, Mrs. Ruth E. Jacobs, Mr. R. L. Moore, Miss Emma Gardner, Mrs. Ella Reed, Mrs. Marion Morris, Mr. W. C. Ellerbe.

*Northampton County Unit*

Mrs. Mary J. Murphy, Mr. G. G. Moore.

**ONslow COUNTY**

*Onslow County Schools*  
*Georgetown High School*

Mrs. A. K. Broadhurst, Miss E. V. Davis, Miss Aldora Daniel, Miss Lois Williams, Miss Daisy L. Jones, Mrs. Catherine Neal, Mr. Earl L. Setzer, Mr. Earl White, Mr. M. R. Holmes, Mr. J. W. Broadhurst, Miss Robena V. Bradley, Miss Eleanor Spearman, Mrs. J. S. Thompson.

*Onslow County Unit*

Miss H. E. Mattocks, Mrs. D. L. Lavender, Mrs. R. F. Holmes, Mrs. J. E. Murphy, Miss Lillian Parker, Mrs. Julia Wilson, Mrs. Maggie Kornegay, Mrs. M. M. Stanley, Miss Victoria Harrison.

**ORANGE COUNTY**

*Chapel Hill City Schools*

Mrs. E. P. Smith, Miss A. M. Young, Mrs. P. S. Lampley, Miss Geneva V. Rogers, Mrs. Norma E. Snipes, Mrs. L. R. McDougale, Mrs. G. D. Lenton, Mrs. Frances N. Hargraves, Mrs. T. K. Burthey, Mr. M. J. Scales, Mr. H. K. Groten, Mr. H. E. Pickard, Miss Olivia E. Waddell, Miss Julia Caldwell, Mrs. Minnie D. Turner, Miss Ruth P. Pope, Mr. C. A. McDougale.

*Orange County Unit*

Mrs. F. W. Holmes, Mrs. Margaret Battle, Mrs. Eleanor Brown, Mrs. Norma E. Snipes.

**PAMLICO COUNTY**

*Pamlico County Unit*

Mr. T. F. Estes, Miss Lillian L. Gaither, Miss Helen E. Kornegay, Miss Nefferette Fisher, Miss Elizabeth A. Sapp, Mr. J. N. Kornegay, Miss Lenora Fisher, Mrs. Martha A. Estes, Miss Virginia B. Tillery, Mrs. Mayme D. Baker, Mrs. Charlotte L. Moore, Miss Ruth Love Greene, Mrs. Reather J. Adams, Mrs. Dominion W. Wooten, Mrs. Rosetta J. Lewis, Miss Lillian Mumford, Mrs. Elizabeth Gore, Mrs. Mary C. Ford, Mrs. Nesbia Miller Phillips, Mrs. Alethia W. Midgett, Miss Mary E. Johnson, Mrs. Freddie H. Credle, Miss Mary M. Gray, Mrs. Ivory W. Jones, Miss Ruth E. Murphy, Miss Sarah J. Hudson, Rev. Robert J. Johnson, Miss Eula B. Austin, Rev. I. S. Williams, Mrs. Nicia M. Hill, Miss Lillie B. Wright.

**PASQUOTANK COUNTY**

*Elizabeth City, City Schools*  
*P. W. Moore High School*

Mr. E. A. Anderson, Mrs. A. T. Cardwell, Mr. J. J. Mitchell, Mrs. M. B. Williams, Mrs. M. A. Anderson, Mrs. J. Butler Joyner, Mrs. C. W. Brown, Mr. W. H. Jones, Mrs. S. S. Morton, Mrs. M. H. McLease, Mr. C. R. Paige, Mrs. P. G. Shannon, Mrs. L. E. Sugg, Miss O. B. Turner, Mrs. A. J. Wingate, Mr. C. W. Hill, Mrs. Mary V. Drew, Mrs. Mary M. Collins, Mrs. Essie Johnson, Miss Eva M. Johnson, Mrs. Ruth J. Jones, Mrs. Eddie Martin, Mrs. Gladys F. White, Mrs. Mary E. White, Mrs. Annie E. Chavis, Mr. James E. Norman, Mrs. Bessie E. Dempsey, Mrs. Shelly S. Hardy, Mrs. Addie Lawrence, Miss Helen Reid, Mr. William Allen, Mrs. Blanche Newell.

**PENDER COUNTY**

*Pender County Unit*

Mrs. Margaret Segar.

*Pender County Training School*

Mr. John T. Daniels, Mr. Singleton C. Anderson, Mrs. Leona B. Daniels, Mrs. Vanetta W. Anderson, Mrs. Hattie W. Gattison, Mrs. Bertha M. Berrye, Mrs. Olivia H. Smith, Mrs. Cora P. Ringer, Miss Felecia Harvin, Miss Allegra Davis, Miss Daisy Ford, Miss Mary E. Harvey, Miss Willie L. Hayes, Miss Myrtle K. Ware, Miss Mary L. O'Neal, Miss Mildred C. Crews, Miss Velma Hill, Miss Sadye E. Ringer, Mr. J. Rudolph Moore, Mr. Leon Steele, Miss Lillian Dupree.

*C. F. Pope High School*

Mr. C. C. Smith, Mrs. Rosalie Beattie, Miss Sarah Cherry, Mr. Charles C. Wallace, Mrs. Valdosia Williams, Mrs. Lillian Woodhouse, Mrs. Lonza Wallace, Mrs. T. Brewington Bryant, Mrs. Alma Rosalie Caviness, Miss Mattie Pikes, Mrs. Naney Mae Scott, Mrs. Lillian Shaw, Mr. Emmett E. Smith, Mr. Marvin Smith, Mrs. Mary L. Smith, Mrs. Herminia H. Swinton, Mrs. Ezelle F. Wright.

*Pender County School Teachers*

Mr. Thomas M. Ringer, Mrs. Allie M. Ringer, Mrs. Gertrude Williams, Mrs. Helen F. Hall, Mrs. Sadye Williams, Mrs. Carrie S. Ballard, Miss Ida Tate, Mrs. Bettie Wiggins, Miss Gladys Montague, Mrs. Mamie M. Brown, Mrs. Thelma McMillan, Mr. Chester Dixon, Mrs. Clyde P. McLean, Miss Georgia Powell, Mrs. Miretta B. Johnson, Mrs. Mollie Holmes, Mrs. Margaret Loftin, Mrs. Lillie N. Billingslea, Mrs. Ludia D. Washington, Miss Vanzelien Holmes, Mrs. Helen M. Simpson, Mrs. Ruth Davis, Mrs. Mattie B. Robinson, Miss Lola Price, Mrs. Rosa Flood, Mrs. Leona P. Johnson, Mrs. Mary N. Newkirk, Miss Clara Hill, Mrs. Marie Cherry Sneed, Mr. James C. Smith, Mr. Charles W. Wallace, Mrs. Juanita Lewis Fuller.

**PERQUIMANS COUNTY**

*Perquimans County Unit*

*Hertford High School*

Mrs. G. B. Lowe, Mrs. E. S. Perry, Mrs. A. N. Kingsbury, Mrs. M. L. Felton, Mrs. W. C. Riddick, Mrs. C. Z. Felton, Mrs. H. O. Beamon, Mrs. J. S. Thompson, Mrs. M. W. Strowd, Mrs. E. Hill Brown, Mr. H. E. Brown.

*Perquimans Training School*

Mrs. P. E. Bembry, Mr. R. L. Kingsbury, Mrs. O. W. Perry, Mrs. J. L. Privott, Mr. W. R. Privott, Mrs. I. E. Rogerson, Mrs. W. Y. Williams, Mrs. D. A. Wooten, Mr. Greene B. Palmer.

*County Unit*

Mr. Dewey S. Newby, Mr. W. E. Beamon, Mr. Earl Daughtry, Mrs. Mary Newby, Mrs. Harriett Winslow, Mrs. Mary L. James, Mrs. Martha Blanchard, Mrs. Dorothy Newby, Miss Nellie Holly.

**PERSON COUNTY**

*Person County Unit*

(100 per cent)

Mr. Hugh Earl Talley, Miss Esther M. Harper, Mr. George W. Thomas, Miss Beatrice J. Clayton, Mrs. Alice O'D Ragner, Mrs. Hilma S. Jones, Mrs. Monnie H. Glass, Mrs. Sadie Royster Dunn, Mrs. Willie L. Roberts, Mrs. Lillie Barnett, Miss Wilma Clayton, Miss Clara P. Jones, Miss Vivian Burton, Miss Gallie D. Brooks, Miss Luella Gilmore, Mrs. Lucy A. Mason, Mrs. Winnie Hatcher, Mrs. Mabel Gerst, Mrs. Iris W. Baird, Miss Elma J. Hester, Miss Brisbane Umstead, Miss Sudie Faoy Villines, Mrs. Rosetta Thompson, Miss Ruth Maude Smith, Mr. Abraham Whitlock, Mr. Clarence E. Lytle, Miss Ethel Loleta Tuck, Miss Pauline Tuck, Miss Ada T. McNeal, Miss Missouri A. Allen, Miss Ellen Elizabeth Lawrence, Mrs. Omata Jones, Mr. T. H. Jeffers, Mrs. Mary A. Thomas, Miss Mattie Eleanor Tuck, Miss Annie L. Allen, Mr. J. Royal Browning, Miss Gwendolyn Davis, Mrs. Hilda H. Fountain, Mrs. Sarah B. Galbreath, Mrs. Addie Graves, Mr. R. L. Hairston, Mr. G. L. Harper, Mrs. G. L. Harper, Mrs. Maggie J. Harris, Mrs. Winnie Hatcher, Mrs. Early T. Herring, Mrs. Laura W. Johnson, Mr. A. W. Jones, Miss Mary F. Lawrence, Mrs. Coca Lytle, Mrs. Lucy Mason, Mrs. Saloma J. Mials, Miss Cora R. Miller, Mrs. Ellen H. Mosley, Mrs. Pearl Nelson, Mrs. Mary J. Owens, Mrs. Lottie V. Palmer, Mr. George W. Thomas, Mrs. Mary A. Thomas, Miss Wynolia Watkins, Mr. A. B. Whitlock, Mrs. Bertha S. Williams, Mrs. L. Matrice Woods.

**PITT COUNTY**

*Greenville City Schools*

*C. M. Eppe's Elementary and High Schools*

Mrs. Madge B. Allen, Mr. D. B. Ransom, Mrs. Lena B. Brown, Mrs. Selma L. Brown, Mr. Willis H. Davenport, Mrs. L. B. Foreman.

Mr. Herman R. Foust, Mrs. Frances R. Futrelle, Mrs. E. B. Graves, Miss Lottie L. Graye, Mr. James W. Grimes, Mr. Lester R. Hudson, Mrs. Elizabeth W. Johnson, Mr. R. H. Lewis, Miss Louise E. McConnell, Miss Chestie M. McKnight, Mr. Allen E. Murrell, Mrs. Olga B. Myers, Miss B. L. Sowell, Miss E. C. Stapleford, Mr. F. W. Sledge, Mr. Lillia R. Taylor, Mrs. Mildred G. Thompson, Mrs. Fannie A. Jackson.

#### *Fleming Street School*

Mrs. Annie H. Armstrong, Miss Doris M. Belle, Mrs. Council K. Chase, Mrs. Nena V. Cherry, Miss Mary A. Gerrett, Miss Evelyn L. Harris, Miss Dolie A. Keyes, Miss Ruth E. Johnson, Miss Bettie V. Leach, Mrs. Evelyn P. Norris, Miss Flora A. Phillips, Miss S. I. Saulter, Mrs. Lula S. Simmons, Miss Beatrice M. Smith, Mrs. Beatrice C. Terry.

#### *Pitt County Unit*

Miss Rosa Lee Harris, Mr. J. W. Maye, Mrs. B. C. Maye, Miss Pauline Moore, Mrs. C. P. Mills, Mrs. Pearl S. Gardner, Mrs. M. F. Jones, Miss C. E. Johnson, Mrs. Mattie K. Strong, Mrs. Mary B. Dupree Tyson, Miss Eva T. Maye, Mrs. Helen F. Moore, Miss Louvenia Monk, Miss S. A. Phillips, Miss Annie Ruth Ebron, Mrs. Jessie Jones Belle, Mrs. Carrie U. Bess, Mr. Matthew Lewis, Mrs. Christine Lewis, Mrs. Learline K. Simpson, Mrs. Willie G. Williams, Miss Harriet B. Holley, Mrs. Mozella T. Burney, Miss Ruby B. Cobb, Mrs. Anna O. Mason, Mrs. Hattie G. Thompson, Mrs. Martha F. Boyd, Mrs. Irene B. Williams, Mr. Lafayette A. Williams, Miss Mamie E. Carney, Mrs. Henrietta King Richardson, Mrs. Verda McMurray Allen, Mrs. Hattie V. Forbes, Mr. C. A. Winslow, Miss Emma Rashberry, Miss Jessie Mitchell, Miss Lillian Alexander, Miss Oreba Hargroves, Mr. W. H. Robinson, Mr. C. M. Suggs, Miss Ethel W. Hebron, Mrs. Ada D. Suggs, Mrs. Ellen B. Gorham, Mrs. Sudie B. Savage, Mrs. Celia T. Mosley, Mrs. Bessie M. Chance, Miss S. E. Exum, Mrs. Madeline C. Blount, Mrs. Mattie P. Dupree, Mrs. Essie Wiggins, Mr. H. B. Sugg, Miss Mary J. Kelly, Mr. J. W. Ormond, Miss L. L. Dillard, Mrs. Maggie Woodard, Mrs. Mary Bell Burney, Miss Stella M. Dixon, Miss Annie Wilson, Mrs. Roberta Brown, Miss Nellie M. Cox, Mrs. Westry Warren, Mrs. Mamie P. Hall, Miss Rosalie Moore, Mr. J. J. Brown, Mr. J. R. Lowry, Miss Johnetta M. Alexander, Miss Virginia D. Rountree, Mr. William F. King, Mrs. Bessie M. Chance.

#### *Bethel High School*

Mrs. Rosa R. Andrews, Mr. Darius D. Burge, Mrs. Mary T. Carraway, Miss Serena A. Carter, Mrs. Carolyn A. Chance, Mrs. Lula W. Coburn, Mrs. Thelma L. Elliott, Mrs. Aquilla Jenkins, Mrs. Ella S. Lloyd, Mrs. Minnie A. Martin, Miss Pencie C. Nixon, Mrs. Sudie P. Staton, Mrs. Minnie B. Taylor, Mrs. Peggy C. Ward, Mr. Elmond A. Elliott, Mr. A. C. Hill, Mrs. G. L. Hill, Mrs. Effie B. Thompson, Miss Eva M. Councille, Miss Carrie E. Venters, Miss Vivian M. Dudley, Mr. M. W. Rountree, Mr. W. A. Cherry, Mrs. Carolina N. Cherry, Mr. M. Q. Wyche, Mr. I. A. Artis, Mrs. Lillian D. Artis.

#### **POLK COUNTY**

##### *Polk County Unit*

Miss Mary Birdelle King, Miss Evelyn L. Robbins, Rev. W. M. Massey, Mrs. Esther R. Wilkins, Mrs. Della H. Jackson, Mrs. Sadie B. McIntyre, Rev. F. H. Jones.

#### **RANDOLPH COUNTY**

##### *Asheboro City Schools*

##### *Randolph County Training School*

J. N. Gill, Mrs. L. P. Harris, Miss E. C. Smith, Mr. D. M. Hill, Mrs. J. D. Graham, Mrs. C. F. Williams, Mrs. S. M. Lassiter, Mrs. M. H. Patterson, Miss Alline Cox, Mrs. L. W. Hardy, Mrs. E. P. Garner, Mrs. R. B. Gill.

#### *Randolph County*

Mrs. E. H. Kearns, Mrs. C. M. Mayfield, Mrs. O. K. James, Mr. A. F. McAdoo, Miss Mary Harrison, Mrs. Ethel G. Caveness, Miss Adelaide R. Hendrick, Miss C. A. Holmes, Mrs. Hattie W. Finney, Mr. E. J. Jones, Mr. John Caveness, Mr. Rufus L. Luck, Mrs. Ruby Luck.

#### **RICHMOND COUNTY**

##### *Hamlet City Unit*

(100 per cent)

Mrs. S. R. Jenkins, Mrs. C. J. Lawson, Mrs. H. E. Henderson, Mrs. V. B. McEachern, Mrs. L. S. Robinson, Mrs. P. P. Mask, Mrs. W. H. Collier, Mr. R. E. Avery, Mrs. B. D. McManus, Miss A. L. Lofton, Mrs. E. F. Chapman, Mrs. A. T. Nelson, Mr. J. W. Mask, Jr., Mrs. R. M. Parrish, Mrs. L. A. Hillian, Mrs. Maxine Tillman, Mr. R. D. Clark, Mrs. Tero Martin Jones, Mrs. Inez Douglas, Mrs. Roy May McEachern, Mrs. Alma C. McRae, Mrs. Lelia Kelly Jones, Mr. F. W. Douglas, Mrs. Mae Fannie Daugherty, Mrs. K. Z. Green.

#### *Rockingham City Schools* *Rockingham Colored High School* (100 per cent)

Miss Jesse C. Blackburn, Mrs. Lattis G. Carter, Mrs. Kathryn E. Barnes, Miss Lela B. Gordon, Mrs. Jennie W. Hager, Miss Mabel D. Hill, Mrs. Cora M. Hodge, Miss Katherine J. Houston, Mr. James O. Johnson, Miss Ruby M. Johnson, Miss R. LaPerle Jones, Miss Rosa J. Lawyer, Miss Margaret M. Leake, Mrs. Virginia W. Morgan, Mr. Joseph D. Parker, Mrs. Willie H. Quick, Mrs. Lillie M. Ricks, Mr. James F. Sawyer, Mr. James C. Watkins, Mrs. Johnnie W. Watkins, Mr. J. M. Hodge.

#### *Richmond County Schools*

##### *Ellerbe School*

(100 per cent)

Miss D. L. Boykin, Mrs. H. U. Easterling, Mr. S. B. T. Easterling, Mrs. A. W. Forte, Mrs. N. K. Gilliam, Mrs. B. Higgins, Mrs. C. K. Lutz, Miss M. B. Jones, Mr. R. E. McIntyre, Mrs. A. T. Pemberton, Mrs. D. B. Robinson, Mrs. E. L. Russell, Miss D. E. Upperman, Mr. J. Forte.

##### *Ellerbe Grove School*

(100 per cent)

Mrs. M. Spencer, Mrs. B. Wooten.

##### *Asheley Chapel School*

(100 per cent)

Miss E. M. Worth, Mrs. M. L. Gordon, Mrs. M. R. Jenkins, Mrs. M. I. Adams, Mrs. A. S. Ingram, Mrs. A. W. Johnson.

##### *Holly Grove School*

(100 per cent)

Mr. C. H. Stevenson, Mrs. C. Sawyer.

##### *Plainview School*

(100 per cent)

Mrs. E. M. Hooper, Miss E. M. Wall, Mrs. G. Rush, Miss J. Archie.

##### *Wayman School*

(100 per cent)

Mrs. S. A. Thomas, Mrs. N. D. D. Jones.

##### *Snow Hill School*

(100 per cent)

Miss C. J. Willie, Mrs. I. E. Stanback.

##### *Hoffman District Schools*

(100 per cent)

Mrs. A. W. Perkins, Mrs. T. D. Edwards, Miss E. W. Pemberton, Mrs. E. J. Perkins, Miss T. Bethea, Miss M. J. Blue, Mrs. F. A. Hasty, Mrs. M. L. Ricketts, Mrs. E. H. Steele.

##### *Morrison Training School*

Miss Theresa Gaddy, Mrs. N. B. Stuckey, Mr. M. A. Johnson, Mrs. J. Stephens Brown, Mr. P. R. Brown.

#### **ROBESON COUNTY**

##### *Lumberton City Schools*

##### *Thompson Institute*

Mr. G. H. Young, Mrs. Carletta Spearman, Mrs. Katie B. Anderson, Mrs. A. W. Duncan, Mr. J. S. Singleton, Mrs. M. M. Ridley, Miss Maggie B. McLean, Mrs. Inez McNeill, Mrs. P. H. Thompson, Mrs. D. L. Thompson, Miss Sybil Haile.

##### *Hilly Branch School*

Mrs. D. U. Moore, Mrs. B. F. Powell, Mrs. B. M. Murchison, Mrs. E. Powell Whitted, Miss M. M. Bingham, Mrs. C. L. McNeill, Miss A. L. Hilliard, Mrs. E. Miller West, Mr. W. O. T. Fleming, Mr. L. Foster, Miss T. Tolbert, Mrs. E. B. Whitted, Mr. R. W. Sawyer, Mr. J. C. Duncan, Mrs. Bertha Thompson.

##### *Fairmont City Schools*

J. S. Davis, Mrs. M. H. Davis, Miss G. A. Brooks, Mrs. N. M. McKoy, Mrs. M. S. Ford, Mrs. B. H. Reid, Miss N. L. Levister, Miss E. L. Wooten, Miss C. B. Bethea, Mrs. C. H. Pittman.

##### *Marietta School*

Miss B. G. McCallum, Miss E. R. Speller, Mrs. Ida V. Simas.

##### *County Unit*

Mrs. Ruby Anderson, Mrs. Hattie McKoy, Mrs. Z. B. Waregh, Mrs. C. L. Gaillard, Mrs. Ida S. McDuffie, Miss N. E. Patterson, Mrs. Inez H. Ancrum, Mr. Joseph A. Ancrum, Mrs. B. S. Womack, Miss E. E. Harris, Mr. Raymond L. Perry, Mrs. Wilhelmina P. McCallum, Mrs. Seavy B. Medford, Miss Rosa A. Pettice, Mrs. J. Pearle Cochran, Miss Jessie M. Cooper, Mr. E. C. Moore, Miss Gracie J. Nichols, Miss Armitta J. Diggs.

Miss Maude Downing, Miss Dorothy L. Moye, Mrs. Willie B. Foxworth, Mr. W. J. Cochran, Miss Mary B. McDougald, Mrs. Lena M. Odom, Mr. W. F. Jordan, Miss D. M. Washington, Mrs. D. M. Lane, Mrs. A. T. Robinson, Mr. E. S. Quick, Miss M. M. Wallace, Mrs. Q. E. Thames, Miss E. R. Thomas, Mrs. L. M. Holt.

#### *Red Springs City School* *Red Springs High School*

Mr. J. T. Peterson, Mrs. K. M. Peterson, Miss J. C. Kittrell, Mrs. M. V. Leake, Mrs. E. E. Roberson, Mr. J. L. Gillespie, Mrs. C. C. McNeill, Mrs. Eva H. McNeill, Mrs. Plummer G. Graham, Miss L. O. McRae, Mr. S. C. McCorkle, Miss N. V. Martin, Miss M. V. Moore, Miss Marian L. Boone, Mrs. Essie Ware, Mrs. Blanche Houston, Mrs. Dora Gavin, Mrs. Katie Brotherton, Mr. D. L. Little, Mrs. Georgianna Little, Mrs. Eva B. Williams, Mrs. Ethel T. Haywood, Mr. Edward F. Rayford, Mrs. Lubertha Thompson, Mrs. Mary M. Wallace, Miss Elizabeth Love, Mr. H. E. Williams, Mrs. Eula Iselley, Mr. J. O. Sapio, Mrs. F. C. Sapio, Mrs. Bess C. McNair, Mrs. Cora L. Burgess, Mrs. Mamie McKellar, Mrs. C. M. Smith, Mrs. Marie G. Wilkerson, Mrs. Katie M. Smith, Mrs. R. M. White, Mr. F. D. King, Mrs. T. P. Thompson.

#### **ROCKINGHAM COUNTY**

##### *Reidsville City Schools*

##### *Washington High School*

Miss D. C. Davis, Miss Evelyn D. Jones, Mrs. E. M. Walker, Mrs. Ida F. Thomas, Miss V. A. Lassiter, Mrs. E. H. Ware, Mr. R. L. Watt, Mr. E. M. Townes, Jr., Miss Willie G. Fontaine, Mr. F. E. Quick, Mrs. Ethel M. Rogers, Mr. C. H. Coleman, Mrs. M. C. Hannon, Mrs. V. F. Alston, Mrs. Ida H. Duncan, Miss O. M. Mills, Mr. A. N. McCoy, Mr. H. M. Holmes.

##### *Branch Street School*

(100 per cent)

Mr. W. K. Griggs, Mrs. L. B. Powell, Miss S. A. Dillard, Mrs. M. K. Watkins, Mrs. E. B. Ellington, Mrs. S. P. Ware, Mrs. G. B. McRae, Mrs. B. E. Totten, Mrs. W. W. Core, Mrs. S. W. Surratt.

##### *Madison City Schools*

##### *Madison Colored High School*

(100 per cent)

Mrs. Ruth Wiley, Miss E. V. Lane, Mrs. M. C. Hairston, Mrs. M. C. Peoples, Mrs. G. C. Chapman, Miss Mabel Fulton, Miss Ardell Meadows, Mr. O. T. Gerringer, Miss C. V. Farrington, Mr. A. O. Wiley, Mrs. Mabel G. Dalton, Mr. John W. Dillard.

##### *Rockingham County Schools*

##### *Douglas High School*

Mrs. Consuela Wilson, Mrs. Ruth Fisher, Mr. Herbert L. Lassiter, Mrs. Bessie N. Fowlkes, Mrs. Dorothy Dula, Mrs. Effie Lassiter, Miss Mae Lois Ivey, Mrs. O. R. Simpson, Mrs. Catherine Williams, Mrs. Mozelle R. Reid, Miss Dorcenia Poole, Miss Lillian Ward, Mr. Clyde E. Fowlkes, Mr. John D. Chalmers, Mr. L. E. Davis, Mrs. Anita Hairston, Mrs. Leona Martin, Mrs. Lottie Whittsett.

##### *Rockingham County Unit*

Miss Pearl Lee Allen, Mrs. Fannie N. Blackstock, Miss Dorothy M. Carelock, Mrs. Richetta Clark, Mrs. Lillie K. Dobbs, Mr. Wyatt M. Fowlkes, Mrs. Anna D. Foye, Miss Betsy Ann Franklin, Mrs. Mary S. Griggs, Mrs. Alice D. Hall, Mrs. Sadye O. Johnson, Mrs. Albirta J. Kirkpatrick, Miss Blanche B. King, Mrs. Emmie W. Lambert, Rev. M. Louis Lambert, Mrs. Carolyn H. Martin, Mr. Thomas W. Martin, Mrs. Janet B. Neal, Mrs. Lillie G. Neal, Mrs. Nellie G. Neal, Mrs. Annie S. Noble, Mrs. Mary Peoples, Mr. Edward L. Price, Mrs. Willie Mae Price, Mrs. Ethel H. Scales, Mrs. Nannie Thomas, Mrs. Ida W. Washington, Mr. Clarence C. Watkins, Miss Margaret Watkins, Mrs. Edith G. Webb.

#### **ROWAN COUNTY**

##### *Salisbury City Schools*

##### *Monroe Street School*

(100 per cent)

Mr. A. R. Lowery, Mr. J. E. Anderson, Miss Willie Mae Clingan, Mrs. Beulah R. Gibson, Mrs. Florence J. Harris, Mrs. Nonie Johnson, Mrs. Marie D. Kelly, Mrs. Nannie J. Lash, Mrs. Laura McKay, Miss Callie Montgomery, Mrs. Rose J. Scott, Mrs. Lottie S. Whittington, Miss Vina E. Wilson.

##### *Lincoln School*

(100 per cent)

Mr. O. C. Hall, Miss Annie E. Duncan, Mrs. E. B. Hall, Mrs. A. A. Lancaster, Mr. W. L. Miller, Mr. J. W. Nicholson, Mr. I. J. Olds, Mr. M. H. Perkins, Mrs. Q. V. Sutton, Miss Viola E. Taylor, Mrs. W. M. Walker, Miss A. Marie Weeks, Mr. S. W. Lancaster.

### Rowan County Schools Dunbar High School

Mr. A. B. Bingham, Mr. H. G. Sullivan, Mr. D. A. Wooten, Mr. W. C. Young, Mr. J. C. Simpson, Mr. C. A. McCoullough, Miss N. M. Ferrell, Miss D. E. Lomax, Miss C. M. Conway, Miss F. F. Hargrave, Miss H. J. Moore, Miss F. L. Dixon, Miss I. A. Mabry, Miss G. H. Mabry, Mrs. D. G. Penn, Mrs. R. H. Ellis, Mrs. J. V. Bitting, Mrs. L. B. Bingham, Mrs. B. P. Reid.

### R. A. Clement School (100 per cent)

Mrs. Beatrice C. Powe, Mrs. Beatrice C. Stevenson, Mrs. Corinne F. Tutt, Mrs. Willie E. Cade, Mrs. K. J. Randall, Mr. R. G. Thomas, Miss Mary R. Boger, Mrs. Curtesteen I. Lewis, Mrs. Creola A. Goodman, Mr. R. P. Robinson, Mrs. M. K. Phifer, Mr. J. R. Walker, Mr. S. E. Biggers.

### Aggrey Memorial School (100 per cent)

Miss L. Beatrice Anderson, Mrs. Cleomis C. Caldwell, Mrs. Makepeace S. Long, Mrs. Pauline J. Pharr, Mrs. Lois H. Partee, Mrs. Mary P. Parker, Mrs. Cora K. White, Mr. William P. Hall, Mr. William Wade, Mr. W. T. Wallace, Jr., Mr. W. T. Wallace, Mrs. W. T. Wallace.

### Rowan County Schools

Miss Naomi Shuford, Miss Rosebud Aggrey, Mrs. Bessie Craig, Mrs. Geneva Oglesby, Mrs. Sallie Robertson, Mrs. Alma Ross, Mrs. Myrtle Gibson, Mrs. Rose D. Aggrey, Mrs. Pauline Morton, Mrs. Likdred Holt.

### RUTHERFORD COUNTY

#### County Schools Spindale School

Miss M. K. Costner, Mrs. M. B. Holbert, Mrs. E. Logan Twitty, Mr. P. W. Wellmon.

#### Grahamtown High School

Mr. J. O. Gibbs, Miss V. L. Boyd, Miss H. J. Houston, Mr. J. A. Murray, Miss M. L. Hall, Mrs. H. T. Twitty, Miss A. L. Carson, Mrs. M. D. Gibbs, Mrs. A. L. Boger, Miss L. B. Wood, Mrs. M. D. Izzard.

#### New Hope High School

Mrs. J. W. Davis, Miss H. A. Fleming, Miss G. O. Gilmore, Miss V. C. Henry, Miss M. E. Joyner, Mrs. M. M. Pettiford, Mrs. R. D. Twitty, Mrs. H. C. Walker, Mrs. A. R. Wellmon, Mrs. M. D. Wilson, Miss F. W. Winborne, Mr. V. C. Ramseur.

#### County at Large

Miss L. L. Daniels, Miss G. M. Costner, Mrs. M. T. Carpenter, Mrs. M. S. Gardner, Miss Ruth Lynch, Mrs. L. C. Meacham, Mr. R. L. Vinson, Jr.

### SAMPSON COUNTY

#### Clinton City Schools

##### Sampson County Training School

Miss C. O. Bynum, Mrs. M. F. Carter, Mrs. B. A. Currie, Mrs. A. E. Davis, Miss L. H. Pitts, Mrs. W. E. Graham, Mrs. I. E. Griswold, Mrs. A. L. Highsmith, Mr. N. S. Hinton, Mrs. H. C. Jeffries, Mr. R. Johnson, Mrs. B. U. Jones, Mrs. J. F. Jones, Miss C. C. Little, Miss E. G. Maye, Miss R. M. Matthews, Miss L. D. Pearsall, Mrs. M. A. Peterson, Mrs. D. B. Rich, Mrs. E. R. Robinson, Mrs. S. R. Smith, Mrs. E. H. Sampson, Mrs. E. M. Thomas, Mrs. C. T. Watson, Mrs. P. S. White, Miss R. B. Williams, Miss P. D. Woodard, Mr. W. H. Watson.

#### County Unit

##### Roseboro High School

Mr. Charles E. Perry, Mr. Roland L. Allison, Miss Eunice Medley, Mrs. Lula Boykin Lee, Mrs. Lillian P. Shaw, Mr. S. Joseph Shaw, Miss Minnie Lee Sampson, Miss Eva Thelma Dillard, Mrs. Emma Perry, Mrs. Clara B. Torry, Mrs. Theresa P. Devane, Miss Fannie W. Sampson.

#### Garland High School

Mr. W. M. McLean, Mrs. Estelle W. Boykin, Miss Fannie E. Simon, Miss Helen La June Satterwhite, Miss Alice Peacock, Mr. William B. Swinson, Mrs. Mae Fennell Fields, Miss Julia Mae Neal, Mrs. Annie B. Fleming, Mrs. Lula S. Tilford.

#### County Schools

Mrs. Maggie Allison, Mrs. Anna F. Bryant, Mrs. Daisy Caldwell, Mrs. Sarah A. Chavious, Mrs. Lillie Cromartie, Miss M. Ruth Lawrence, Mrs. Estelle Mitchell, Mrs. Katie J. Morrissey, Mrs. Gertha C. Murphy, Mrs. Esther A. Smith, Miss Mabel Powell, Mr. W. W. Carr, Mrs. W. W. Carr, Mrs. Mae B. Melvin, Miss Rosa E. Boykin, Mrs. Gertrude S. Lawson, Mrs. Flora D. Grantham, Mrs. Wilma M. Williams, Mrs. Pauline M. Solice, Mrs. Arletha B. Graham, Mrs. Naomi H. Price, Mrs. Mamie M. Faison, Miss Annie Ruth Williams,

Mr. Albert F. Melvin, Mrs. Margaret B. Merritt, Miss Thelma Agnes Boone, Mrs. Eloise Melvin, Mrs. Laddie Melvin, Mr. P. M. Lee, Miss Mildred Beamon, Mrs. Blanche Chappelle, Miss Mary Louise Daughtry, Miss Minnie S. Weeks, Mr. David L. Robinson, Mrs. Effie B. Wright, Mrs. Anna H. Bryant, Mrs. Juanita H. Hill, Mr. J. T. Stewart, Mrs. H. B. Stewart, Miss Nancy Boykin, Mrs. Hazel H. Howard, Mrs. Allie S. Mathis, Mrs. Eva S. Williams, Mr. Leroy Smith, Mrs. Mattie J. Cobb, Mrs. Daisy B. Adkins, Miss Eva M. Morrissey, Mrs. Daisy H. Caldwell, Mrs. Elva M. Culbreth, Mrs. Lillie B. Merritt, Mrs. Rosa W. Cooper, Miss Vinella Ashford, Miss Macyrene Peterson, Mrs. Josie B. Moore, Mrs. Bettie T. Tatum, Mrs. Sadie H. Merritt, Miss Corendia E. Fennell, Miss Mary J. Clinton, Mr. Francis E. Wight, Miss Jerusha Butler, Miss Fannie C. Davis, Mrs. Mary A. Fennell, Miss Eva Mae Devane, Miss Mildred M. Devane, Mrs. Dolletha D. Pridgen, Miss Jane Mae Boykin, Mr. John I. Kornegay, Mr. C. C. Devane, Miss Minnie Faison, Miss Maggie Hollingsworth, Mrs. Lillian G. Wells, Mr. Wendall A. Wells.

### SCOTLAND COUNTY

#### Laurinburg City Schools Laurinburg High School

Mrs. A. M. Oxley, Judson C. Melton, Mrs. J. L. Bryant, Mrs. Thelma Erwin, Mrs. A. M. J. Bethea, Miss W. Martha Freeman.

### STANLEY COUNTY

#### County Unit

Mrs. Elizabeth D. Means, Mrs. Mildred I. Mitchell, Miss Caneva Thompson, Mrs. Macie McInnis, Mrs. Vernice R. Johnson, Mrs. Fletcher M. Carpenter, Mr. A. W. Mitchell, Mr. S. S. Carpenter.

### STOKES COUNTY

#### County Unit

Mrs. Sallie H. Joyce, Mr. T. L. Williamson, Mrs. Cora L. Hairston, Mrs. Kathleen J. Douglas, Mrs. Catherine B. Goodby, Mrs. Thelma F. Morehead, Mrs. Chrissie M. Tolliver, Mrs. Jennie A. Scales, Mrs. Daisy H. Hairston.

### SURRY COUNTY

#### County Unit

##### Sandy Level School

Miss Emma Mae Johnson, Mrs. Janie Woods Thomas.

### TRANSYLVANIA COUNTY

#### County Unit

##### Glade Creek School

(100 per cent)

Mrs. Gertie M. Hemphill.

##### Rosenwald School

(100 per cent)

Mrs. J. H. Johnston, Mr. J. P. Sartar, Mrs. E. K. Mills, Mrs. S. G. Benjamin.

### TYRRELL COUNTY

#### County Unit

Mrs. Stella H. Bryant, Miss Elna Trollinger, Mrs. B. S. Bryant, Mrs. Janie F. Owens, Miss Mertie E. Livermon, Miss Lillia B. Jones, Mrs. Viola S. Coston, Mr. D. I. Spruill, Mrs. Pinkie S. Swain, Mrs. Elnora McKeathen, Mr. G. K. McKeathen, Mrs. Beatrice E. Winslow, Mrs. Blanche C. Griswell, Mrs. Jessie S. Bush, Miss Maria C. Bryant, Mrs. Helen S. Roueson, Mrs. Amphia B. Spruill, Mr. L. A. Keiser.

### UNION COUNTY

#### County Unit

##### Marshville School

(100 per cent)

Mrs. H. E. Carelock, Mrs. G. J. Graham, Mrs. E. N. Turner, Mrs. W. M. Lawson, Miss F. W. Belton, Mrs. C. E. Little, Mr. P. M. Evans, Miss Ernestine D. Maske, Mr. D. A. Oglesby, Mr. L. A. Baker, Mrs. Annie B. Perry, Mrs. Mamie T. Carr Conyers, Miss Melvina Blount, Miss Odessa Blount, Mrs. Mary W. Chambers.

### VANCE COUNTY

#### Kittrell College

Dr. E. F. G. Dent.

#### Henderson City Schools

(100 per cent)

##### Central Graded School

Mrs. Lelia B. Yancey, Mrs. Gladys L. Ward, Mrs. Iola B. Hawkins, Miss Pearlina V. Brame, Mrs. Marion L. Poole, Mrs. Estelle N. Eaton, Mrs. Mildred J. Hight, Mrs. Mamie S. Williamson, Mrs. Johnnie Y. Mims, Miss Vivian O. Steele, Mrs. Mary

B. Wilson, Mrs. Ruth H. Hughes, Mrs. Laura G. Jordan, Mrs. Adelaide R. Bullock, Mrs. Josephine W. Yarborough, Mrs. Mary L. Harris, Mrs. Mary I. Stamper, Mrs. Gladys R. Davensburg, Mrs. Lottie A. Parham, Mr. William T. Marable.

### Henderson Institute (100 per cent)

Mrs. M. J. Bryant, Mrs. O. H. Davis, Mrs. M. S. Bullock, Mrs. E. P. Williams, Mrs. T. H. Glenn, Miss C. C. Eaton, Miss L. B. Taylor, Miss M. L. Conley, Miss B. E. Cartwright, Mr. W. H. Lewis, Mr. H. J. McDougle, Mr. C. V. Knight, Mr. J. B. Jordan, Mr. M. S. Sanders, Mr. L. E. Spencer.

### County Unit Sandy Grove

Mrs. Carrie H. Marable, Miss Mildred Smith.

### Middleburg School

Mrs. M. V. Bullock, Miss M. L. Pailin, Miss Dorothy E. McGhee, Mrs. A. M. Rivera.

### Brookston School

Mrs. Mary E. Brown, Miss Anril Lewis.

### Woodsworth School

Mrs. Mattie Best Gill.

### Cephas Spring

Mrs. Maggie H. Turner, Miss Laura M. Betha, Mrs. Flossie K. Amos.

### Amos School

Mr. A. S. Brown, Miss Queen E. Davis, Mrs. Cassie A. Wright, Miss Vivian Stanley, Miss Mildred M. Martin.

### Nutbush School

Mrs. A. A. Dungee, Mrs. L. J. Perry, Mrs. A. H. Johnson, Mrs. M. H. Bullock, Mrs. G. E. Stitt, Mr. L. M. Hatton.

### Kittrell School

Mr. Calvin C. Paschall, Mrs. Henrietta C. Hatton, Mrs. Alma C. Rowland, Mrs. Margaret Morgan, Miss Louise McCargo, Mrs. Ruby Westbrook, Miss Christine Arrington.

### Grey Stone School

Miss Lucy A. Eaton, Mrs. Mary B. Henderson, Mrs. Katye C. Smart.

### Dabney School

Mr. A. A. Lane, Mrs. O. J. Smith, Mrs. Ernestine E. Young, Mrs. Elnora B. Brown, Mrs. Sarah F. Lewis, Mrs. Ethel L. Adams.

### Williamsboro School

Mr. P. H. Lewis, Mrs. Annie M. Gill Wyche, Mrs. Ethel H. Clements, Miss Annie E. Barnes, Miss Alice M. Green, Miss Esther M. Bullock.

### Nutbush School No. 2

Rev. R. D. Bullock, Jr., Mrs. Lenora W. Check.

### Townsville School

Mr. W. E. Williams, Mrs. Virginia H. Green, Mrs. Elizabeth B. Bullock, Miss Virginia D. Knight, Mrs. Nell W. Barnes.

### Nutbush Branch

Miss Maggie C. Tucker, Mrs. Elizabeth B. Parham.

### WAKE COUNTY

#### Raleigh City Schools

##### Crosby-Garfield School

Mrs. Lucille Bryant, Mrs. M. A. Flagg, Mrs. B. A. Butler, Mrs. G. S. Watts, Mrs. M. E. Akins, Mrs. M. E. Watson, Mrs. E. H. Hunt, Mrs. N. E. Lockhart, Miss A. E. Dunston, Miss G. M. Hayes, Miss M. E. Elliott, Mrs. M. A. Culler, Mrs. A. T. Williams, Miss M. T. Brooks, Miss C. E. Christman, Mrs. M. A. Hill, Mr. L. D. Hayward, Mrs. A. H. Logan, Mrs. M. A. Roberts, Mr. M. D. Williams, Miss Mary E. Carnage.

##### Lucille Hunter School

Mr. J. W. Eaton, Mrs. Eliza Davis, Mrs. Ora B. Debnam, Mrs. M. W. Easterling, Mrs. Minetta B. Eaton, Mrs. Nan P. Frazier, Mrs. A. H. Gray, Mrs. Gila S. Harris, Mrs. Alice C. Jones, Miss Dorothy Smith Lane, Mrs. Mozelle P. Lane, Miss Clinton B. Ligon, Mrs. Addie G. Logan, Miss R. H. MacCauley, Miss R. L. Mangrum, Mrs. H. T. Mitchell, Mrs. Henrie J. Stradwick, Mr. Arthur B. Williams, Mrs. Cela J. Wortham.

##### Lockhart School

Mrs. O. H. Roberts, Mr. Maxter Allen, Mrs. R. B. Birdsal, Mrs. Mattie Dunn, Mrs. Dorothy Goodson, Mrs. Lillian Hayward, Mrs. Cora Henry, Mrs. Addie Hinton, Mrs. A. Kearney, Mrs. Mabel M. Mrs. Mary B. Sapp, Mrs. Thelma Thomas, Mrs. Erma Tyson.

*Washington High School*

C. H. McLendon, Margaret Bugg, Mrs. Ethel L. Clark, George C. Exum, M. V. Frazier, Benjamin French, Gertrude Harris, Jeanette Hicks, Merri-man C. Hill, H. T. Johnson, E. M. Kelly, Alberta Livingston, John C. Livingston, Maye E. Ligon, Joyce C. McLendon, Priscilla A. Mebane, Louise Perrin, Elsie Perry, Susie Perry, Etta D. Toole, Ida E. Washington, Albert Whitaker, Peter H. Williams, Effie M. Yeargin, James H. Baker, Geneva Brown, Ruth B. Cathcart, Helen B. Davis, Mary M. Earl, L. P. Eaton, Martha H. Jackson, Mildred T. James, Martha H. Splawn, Doris Mc-Adams, Faye P. Maye, Louise M. Maye, Nannie H. Morgan, Carrie M. Prather, Gwendolyn Reid, Kathleen L. Thomas, Margarette Whitaker, Eva P. Wiley, Louise R. Williams, Pearl Wortham, Herndon R. Toole.

*Oberlin School*

Mrs. M. Williams, Mrs. L. Campbell, Mrs. M. Haywood, Miss K. Young, Mrs. B. Pettiford, Miss M. Harris.

*County Unit**State School for Blind and Deaf*

Miss Jennings, Mrs. Whitaker, Mrs. Ernestine Perry, Miss Fredell K. Perry, Mrs. Myrtle C. Crockett, Mrs. Hattie Edmondson, Miss Edna J. McCord, M. H. Crockett, Miss Augusta Harris, Mrs. Leola Hayes.

*Shepard High School*

Mrs. M. S. Wilcox, Mrs. R. H. Malone, Mrs. F. B. Taylor, Mrs. V. M. Blount, Mrs. E. C. Quick, Mrs. I. J. Vinson, Miss M. L. Coleman, Miss C. M. Artis, Mr. E. B. Barnes, Miss M. B. Stanley, Miss G. R. Hicks, Miss A. O. Dunston, Miss A. M. Wharton, Mrs. A. L. Stewart, Mr. C. P. Farrar, Mr. J. T. Locke, Mr. G. L. Crews.

*Apex Elementary School*

Andrew P. Williams, Mrs. Ethel P. Beasley, Mrs. Bessie O. Blue, Miss Mamie Evans, Mrs. Nellie Fort Harris, Miss Ethel Johnson, Mrs. Corenna B. Justice, Mrs. Eula H. Long, Mrs. Mable M. Matthews, Mrs. Estelle M. McDonald, Mrs. Louise C. Webb, Mrs. Alma Adams Williams, Mrs. Elizabeth H. Williams, Mr. Ralph L. Yokley.

*New Hill Elementary School*

William T. Wilson, Mrs. Robert Harrington Williams.

*Friendship Elementary School*

Mrs. Cassie E. Spence.

*DuBois School*

Mrs. S. B. Alston, Miss E. L. Anthony, Mrs. D. A. Best, Miss L. M. Blair, Miss E. R. Clark, Mr. T. J. Culler, Miss I. V. Graham, Mr. J. A. LeCompte, Miss S. I. Mitchell, Mrs. L. S. Murray, Miss A. M. Ruffin, Mrs. A. M. Smith, Mrs. I. B. Smith, Miss E. J. Stroud, Miss M. J. Thompson, Mrs. J. W. Williams, Miss V. O. Windley, Mr. L. R. Best.

*St. Augustine College*

Mr. C. D. Halliburton.

*Fuquay Springs School*

D. A. Thomas, J. E. Speed, L. M. Burton, J. C. Atwater, Mrs. B. M. Coleman, Mrs. Minnie Slocum, Mrs. C. R. Boone, Mrs. G. P. Stephens, Mrs. V. H. Speed, Mrs. Harriet A. Gill, Miss Margaret T. Burt, Mrs. J. L. Daly, Miss Simonia J. Lee, Mrs. C. H. Winters, Mrs. R. L. Speed, Mrs. L. J. Watts, Mrs. C. H. Drake, Mrs. P. A. Atwater, Mrs. L. B. McBroom, Miss M. L. Turner.

*Pleasant Union School*

Mrs. Pattie Smith, Mrs. Sarah B. Marks.

*Rolesville School*

Mrs. Beatrice F. Williams, Mrs. Lucille L. Young.

*Springfield School*

Miss Hester A. Jones, Mrs. Easter H. Saunders, Mrs. Vera W. Barrio, Mrs. Johnnie D. Sherman.

*Wendell School*

Mrs. Addie F. Harris, Mrs. Alma L. Harrison, Mrs. Ora M. Webb, Miss Mamie A. Shepard, Miss Clara M. Thompson, Mrs. Lovie D. Ellis, Mr. J. H. Cobb.

*Berry O'Kelly School*

Miss Blonnie R. Brewington, Miss Marcellette M. Campbell, Mrs. Maude E. Evans, Mrs. E. Ada Johnson, Mrs. Marie S. Lane, Mr. Garrett L. Laws, Miss Everhardt M. Ligon, Mrs. Ethel B. Lytle, Miss Lottie C. McFadden, Mrs. V. C. Moore, Mr. Wilbur D. Moore, Miss Daisy V. Morris, Miss Bernice A. Reide, Miss Blonnie C. Sampson, Mrs. Annie T. Webb.

*Garner School*

Mr. C. A. Marriott, Mrs. L. H. Rollins, Mrs. R. W. Moore, Miss G. B. Lane, Miss G. V. Stroud, Mrs. Katie M. Haywood, Mrs. Beulah Robinson, Mrs. Ernestine Wright, Mrs. L. N. McClain, Miss E. M. Jordan, Mr. E. L. Sanders.

*Jeffers School*

Mrs. William Hurdle.

*Neuse School*

Mrs. Lemetta Anderson.

*White Oak School*

Mrs. Christine C. Locke, Mrs. Lizzie B. Foster, Mrs. Gracie R. Carpenter.

*Juniper Level School*

Mrs. P. S. McDonald, Mrs. M. D. Haywood, Mrs. M. D. Adams, Miss T. T. McCrimmon.

*Pineview School*

Mrs. C. S. Haywood, Mrs. J. A. Bryant, Mrs. V. L. Sanders.

*Providence School*

Mrs. Anita Walden, Mrs. J. E. Burton, Miss Gertrude Smart.

*Wake County at Large*

Miss Hattie Bell Rayford, Mr. N. C. Newbold, Mr. Cyrus Johnson, Mr. S. E. Duncan.

*Shaw University*

Dr. N. H. Harris, Rev. S. F. Daly, Mrs. Martha W. Wheeler, Mrs. P. Jervay, Dr. R. P. Daniel, Rev. G. E. Cheek, Mr. F. P. Payne.

## WARREN COUNTY

*John Hawkins High School*

(100 per cent)

Mr. J. Estes Byers, Mr. David Napoleon Henderson, Miss Luna P. Davis, Mr. Samuel N. Merritt, Miss Martha V. Owens, Mr. John A. Barbee, Miss Geneva F. Perry, Miss Helena M. Dunham, Miss Lillian B. Williams, Mrs. Lavine E. McGrier, Miss Charlotte W. Gunn, Mrs. Bessie M. Redden, Miss Clara Lee James, Miss Bettie M. Newsome, Mrs. Ura H. Fowler, Mrs. Christine Toole, Mrs. Flore-iss A. Turner, Mrs. Annie O. Alston, Miss Celestine P. Falkener, Mrs. Louise H. Haywood, Miss Dean E. Tyson, Mrs. Violet M. Henderson, Miss Mary E. Pridden, Mrs. Lula I. Holt, Mr. Henry G. Rose, Mr. Walter W. Harris, Miss Flora J. Watts, Miss Blanche L. Rogers, Mrs. Geneva P. Bethea, Miss Eunice L. Cumbo, Mr. Walter R. Alston.

*Warren County Training School*

Miss Grace E. Groves, Miss Hilda Harrell, Miss Annie M. Haskins, Mrs. Margaret P. Diggs, Mrs. A. T. Jones, Mrs. Lessie B. Williams, Mrs. M. E. Washington, Mrs. B. L. Ingram, Mr. J. C. Honor, Mrs. Elizabeth Ward, Mrs. B. M. Honor, Miss Josephine E. White, Miss Lena E. Dickens, Miss Margaret E. Teele, Miss Ruth N. Smith, Mrs. Susie P. Love, Mrs. L. R. McQueary, Miss E. G. McAllister, Mr. W. F. McQueary, Mrs. M. H. Davis, Mrs. Beatrice R. Jones, Mr. Arcelious M. Ward, Mr. S. J. Bonner, Mr. E. J. McQueen, Mr. Hugh A. Johnson, Mr. G. H. Washington.

*County Unit*

Mrs. Catherine L. Plummer, Rev. J. Franklin Gibson, Mrs. Edna M. Harris, Mrs. Viola C. Alston, Mrs. Ogletree S. Carroll, Mrs. Levonia S. Alexander, Mrs. Cora T. Harris, Mrs. G. B. Turner, Mrs. Carrie B. Rosser, Mrs. Virginia T. Smith, Mrs. Carrie J. Williams, Miss Millie M. Long, Miss Bettie M. Solomon, Mrs. Mable Jones Davis, Mrs. Lula C. Eggleston, Mrs. Cora Lane Leele, Mrs. Lula J. Salisman, Miss B. H. Jenkins, Mrs. Otis Green, Mrs. Louise Pitts Kearney, Mrs. Rosa L. Davis, Miss Dorothy Judkins, Miss Elnora Wright, Mrs. Birdie L. Plummer, Mrs. E. M. Burchette, Mrs. L. V. Graves, Miss Gladys Laws, Mrs. Mary L. Arrington, Miss Mary M. Rice, Miss Ell M. Kearney, Mrs. Louise W. Myriack, Mrs. Mary Davis Hodges, Miss Ruth Warwick, Mrs. Irene P. Alexander, Miss Ophelia M. Watson, Mrs. Elizabeth M. Brown, Miss Velma Ingram, Miss Janie M. Adams, Mr. Otis H. A. Hawkins, Mrs. Rosa I. Paschall, Mr. Theodore Williams, Miss Emily I. Baker, Mr. Lee Burchette, Mrs. F. J. Spruill, Rev. T. H. Pettitway, Mrs. Hattie I. Williams, Miss Mildred Howell Harris, Miss Geneva Maxine Tyson, Mrs. Epps Falkener, Mrs. Pattie G. Tyson, Mrs. Naomi Walker, Mrs. Hattie T. Mason, Mrs. F. W. Alston, Mrs. Hattie J. Kearney, Mrs. Mable H. Ramey, Mrs. Mary E. Henderson, Mrs. Mary D. Williams, Miss Lucy M. Wortham, Mrs. Ada S. Johnson, Mrs. Fannie M. Plummer, Miss Bettie E. Johnson, Rev. R. W. Davis, Mrs. Lelia A. Richardson, Rev. J. E. McGrier, Mrs. Laura T. Brown, Mrs. Cornelia McGrier, Miss Mary E. Patillo, Mr. J. E. Branche, Mrs. Elnora L. Streeter, Miss Virgie Cheek, Mrs. Esther C. Branche, Mrs. Marie H. Thomas, Miss Edith Might, Mrs. Marjorie W. Ross, Mrs. Lucy M. Ramsey.

## WASHINGTON COUNTY

*County Unit**Plymouth High School*

Mr. Alonzo R. Lord, Miss Eleanor M. Murchison, Mr. Fred A. Reid, Mr. Erwin Johnson, Miss Helen A. Whitfield, Miss Vonbeulah Spruill, Miss

Henrietta Montague, Miss Marion Adams, Miss Mettarene V. McLean, Mrs. Lula B. Lloyd, Mrs. Abbie B. Johnson, Miss Sophia E. Spruill, Miss Julia A. Griswell, Miss Doris V. Halsey, Mrs. Mary M. Lord, Mrs. Reunice A. Walker.

*Brooks School*

Mrs. Margaret H. Berry, Mrs. Doris I. Simmons.

*Deep Bottom School*

Mr. John H. Battle, Mrs. Edith H. Battle.

*Morattock School*

Mrs. Emma D. Walker.

*F. F. Clemmons High School*

E. V. Wilkins, Charles D. Wooten, Mrs. E. W. Wilkins, Mrs. E. C. Frazier, Mrs. E. C. Wynn, Miss Eva B. Clarke, Mrs. Daisy S. Williams, Mrs. P. M. Jordan, Mrs. Maggie B. Riddick, Miss Rosetta Honabue, Mrs. Minnie F. Jackson, Miss Trumilla Brickhouse, Mrs. Azzelia F. Norman, Mrs. Rosa L. Brickhouse, Mr. Melton Bryant, Mr. T. A. Wilkins, Mr. J. R. Thomas.

## WAYNE COUNTY

*Wayne County Local Unit*

(100 per cent)

Mrs. Lela P. Alexander, Mrs. Cherie Artis, Mrs. Rosa L. Atmore, Mrs. Dorothy Barnes, Miss Chanie Barnes, Miss Theresa S. Bland, Mr. Charles L. Bland, Miss Josie M. Boney, Mrs. Zelma W. Borah, Mrs. Alice H. Brown, Mr. Hugh V. Brown, Miss Aribia E. Bunn, Miss Pauline Gavin Carey, Mrs. Catherine B. Christian, Mr. Richard C. Christian, Mrs. Mary Heloise Coley, Miss Thelma Maxine Coley, Mrs. Geneva Fields Council, Mrs. Ruth Cobb Everette, Miss Virginia L. Faison, Miss Susie Faucet, Miss Ruth E. Ferdinand, Miss Gertrude Forbes, Miss Laura John Foster, Mrs. Pearl M. Foster, Mr. Walter A. Foster, Miss Lillie B. Frederick, Mrs. Nannie J. Frederick, Mrs. Susan B. Frederick, Miss Geraldine Gavin, Mrs. Mary L.B. Gavin, Miss Sadie B. Grantham, Miss Rosa Gray, Mr. James E. Green, Miss Esther Guess, Miss Susie E. Guess, Miss Dorothy W. Hardy, Miss Charity E. Hatcher, Mrs. Alice Sykes Gohans, Miss Sallie Y. Holt, Miss Cleopatra House, Mr. Edward A. House, Mrs. Minnie Kerr Jackson, Mr. Henry W. Johnson, Mrs. Margaret Johnson, Miss Thelma I. Johnson, Miss Wilma Lucille Jones, Miss Doris T. Littlejohn, Mr. Herman Lucas, Miss Pauline Mattison, Miss Alma Minnis, Mr. Edward V. Morgan, Mrs. Arlena D. Parks, Mrs. Alton B. Parker, Mrs. Arlena J. Riggshee, Miss Sallie Lee Sasser, Miss Valholla Scott, Miss Eliza O. Smith, Mrs. Alicia Stitt, Miss Holda Thompson, Mr. Louis L. Thompson, Mr. James B. Tyler, Mr. Herman Cornelius Wilson, Miss Ernestine Wooten, Miss Ida Worrells, Mrs. Katy S. Zachery.

*Wayne County Unit**Carver High School*

Mr. Spencer E. Durante, Mrs. C. D. Brock, Miss Willie L. Sampson, Miss Vivian Corpening, Miss Laurie Thompson, Mrs. V. L. Hines, Mrs. J. W. Monroe, Miss Posy L. Smith, Miss Willie J. Sampson, Mrs. P. W. Connor, Miss P. Lenora Durham, Miss T. L. Denney, Mr. O. Uzzell, Mrs. N. G. Washington, Mr. E. A. Simmons, Miss Q. E. Moore, Miss Myrtle Smith, Mrs. D. R. Brown, Mrs. B. A. Simmons.

*Wesley School*

Mrs. M. M. Kornegay, Miss Sadie Carnegia, Mrs. Mable Clarke Joyner, Mr. Solomon Elliott.

*Shady Grove School*

Mrs. T. McKnight Cromartie, Mrs. Mary L. Belle Green, Mrs. Mary L. Jackson.

*Milton School*

Mrs. M. C. J. Raynor, Mrs. Annie Oliver Kornegay.

*Central High School*

Mr. W. M. Reinhardt, Mr. Greenville Harris, Mrs. Thelma Branch, Miss V. F. Foster, Miss B. E. Hines, Mrs. Y. Y. Cole, Mrs. J. S. Stroud, Mrs. Annie M. McKinnie, Mrs. Alma Glenn, Miss Mattie Best, Mrs. M. B. Smith, Mrs. R. R. Mitchell, Mrs. A. G. Thornton, Mrs. T. J. Ware, Mr. Francis Larkin, Mr. J. D. Middleton.

*Pikerville Training School*

Mr. James H. Carney, Mrs. Minnie G. Carney, Mrs. Pearl M. Maye, Mrs. Ida B. Adridge, Mrs. Christine E. Holloman, Miss Mary A. Johnson, Mr. R. C. Simmons, Miss Rosa E. Martin, Mrs. Helen U. Harris, Mrs. Lettie P. Branch.

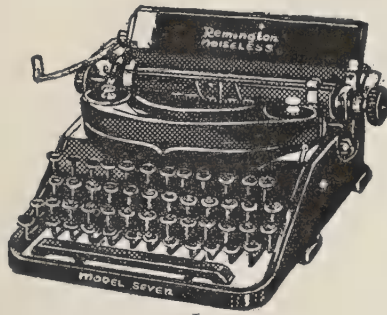
*Vail School*

Mr. Leroy Borden, Mrs. H. N. Durham, Miss A. E. Dublin, Mrs. E. M. Larkin.

*Buck Meadow School*

Mrs. Dorothy Simmons, Miss Josephine Smith.

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I

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#### Stony Hill School

Mrs. Freda McLamb, Mrs. Annie E. Ward.

#### Eureka School

Mrs. R. B. Edwards, Miss E. P. Martin, Mrs. E. C. Sherard, Mrs. J. E. Underwood, Mrs. L. W. Murray, Mrs. N. B. Coley, Miss T. P. Middleton, Mr. P. H. Cherry, Mr. Solomon Elliott.

#### Barnes-White Oak School

Mr. Eugene A. Brown, Mrs. Bernette S. Brown, Miss Francis Sykes, Miss Ruth Dixon, Mrs. Margaret Brown.

#### Dudley School

Mr. H. R. McKethan, Mrs. Eloise Pate, Mrs. M. Ada Morgan, Miss Elna J. Sasser.

#### WILSON COUNTY

##### Wilson City Schools

##### Vick Elementary School

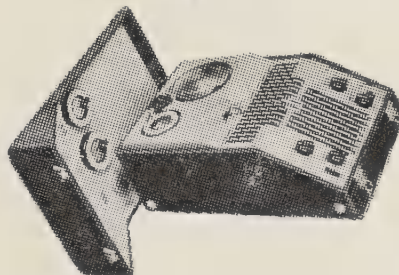
Miss Carrie L. Herndon, Mrs. Johnnie Boatwright, Miss Jennie M. Parker, Miss Hattie L. Dixon, Miss Rachel E. Rue, Mrs. Ivary L. Satchell, Mrs. E. Courtney Fitts, Mrs. Julia B. Harrell, Mrs. Ruth J. Brown, Mrs. Mary G. Harris, Mrs. Zelma C. Daniels, Mrs. Grace W. Artis, Mr. J. M. Miller, Jr.

##### Sallie Barbour Elementary School

Miss Mary A. Huggins, Miss Azzalee Mallette, Miss Helen E. Reid, Miss Madeline Galbreath, Mrs. Margaret W. Hines, Miss Cecil C. Clinton, Miss Martha L. Robertson, Miss Doris V. Walker, Mrs. Lurean B. Zachary, Mrs. Vivian Smith, Mrs.

III

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#### Charles H. Darden High School

Mr. E. M. Barnes, Mrs. H. D. Whitted, Mrs. A. H. Jones, Mrs. B. T. Barnes, Mrs. M. E. Whitehead, Miss D. G. Gaston, Mrs. M. H. Miller, Mrs. A. M. Dupree, Mrs. R. L. Williams, Mrs. O. W. Barnes, Mr. C. E. Branford, Mr. F. W. Jones, Mr. E. R. Bryant, Mrs. E. D. Alexander, Mrs. D. H. Ellis, Mr. J. C. Ellis, Mrs. F. C. Bethel, Mrs. E. D. Foster, Miss C. M. Washington, Mr. S. J. Satchell, Mr. J. E. Dixon, Mr. J. F. Freeman, Mr. C. W. Hines, Mrs. J. T. Thompson.

#### Frederick Douglas High School

Mrs. Mary B. Gaston, Mrs. Josephine L. Hewlin, Mrs. Grace M. Johnson, Mrs. Eva Y. Long, Mrs. Alice C. Richardson, Mrs. Eunice S. Parker, Miss Mae B. Bryant, Mrs. Nannie R. Hayes, Mr. Alvis A. Hines, Mr. Ernest H. Stanback, Mr. Richard C. Gay, Mrs. Evelyn P. Daughtry, Mr. Robert A. Johnson, Miss Mattie Ruth Hart, Mrs. Christine Smith, Mrs. Bedford S. Lucas, Mrs. Annie W. Joyner, Miss Hattie M. Ricks, Miss Mary E. Thomas, Mrs. Mable J. Ellis.

#### County Unit

Mrs. Eloise Peacock, Mrs. Viola McPhail, Mrs. Leah Sellers, Mrs. Thelma Cooper, Mrs. Savannah Farmer, Mrs. Annie C. Farmer, Mrs. Mary Diggs, Miss Lula Barfield, Miss Ruth G. Best, Miss Mary E. Barnes, Mrs. Mary E. Reid, Mrs. Ethel C. Coley, Mr. H. M. Fitts, Mrs. S. B. Williams, Miss Lucille Clement, Miss Vivian Speight, Mrs. Maggie Bryant, Mrs. Lelia M. Hillard, Mrs. Mary Jane Lassiter, Mrs. Viola J. Knight, Mrs. Monte Cowan, Mrs. S. C. Bess, Miss Agnes E. Hutchins, Rev. O. E. Sanders, Mrs. Cora Sherrod Wilson, Mrs. Louie D. Tabron, Mrs. Mary E. Haskins, Miss Alice M. Shaw, Miss Sarah E. Newsome, Miss Edith Joyner, Mrs. Mabel Dixon, Mrs. Mazie Delles, Mrs. Andora R. Hall, Mrs. Marie Davis, Mrs. Ada E. Reid, Miss Lucille Joyner, Mrs. M. S. Turner, Mrs. B. Jones, Mrs. Louise Dwyer, Rev. R. B. Taylor, Prof. A. Y. Walker.

#### YADKIN COUNTY

##### Yadkin County Schools

##### Yadkin County High School

Mr. B. T. McCallum, Mrs. W. F. McCallum, Miss A. L. Blackburn.

#### SOUTH CAROLINA

##### Member at Large

Miss Survada M. Kennedy.

### NEW REMINGTON RAND CASH DRAWER

New all-steel chromium trimmed Cash Drawer (19" L. 13" W. 5" D). Designed for school cafeterias, games and small businesses.

Has 7 change and 2 bill compartments. Two locks guard money.

Designed to work with Remington Adding Machines 7171-5 or 7371-5 at left. To use: simply set adding machine on top of cash drawer, ring up sale and depress handle. Sale is registered, filed and drawer automatically opens or remains closed as you desire.

To use adding machine separately, just lift it off and use as usual. Does double duty.

Price .....\$60.00

Automatic Record Filer for above, optional .....\$15.00

# Certificate of Incorporation of the Hammocks Beach Corporation

This is to certify that we the undersigned, do hereby unite ourselves together into a corporation under and by virtue of the laws of North Carolina, as contained in Chapter 55 of the General Statutes entitled "Corporations" and the several amendments thereto, and to that end do hereby set forth:

1. The name of the corporation is the Hammocks Beach Corporation.

2. The location of the principal office of the corporation in this State is at Raleigh, Wake County, North Carolina.

3. The objects for which this corporation are formed are as follows:

(a) To provide, maintain and administer the properties or interests therein which may be acquired by this corporation in the property known as the "Hammocks" in Onslow County, North Carolina, and its assembly, vacation and recreation facilities primarily for the teachers in public and private elementary, secondary, and collegiate institutions for Negroes in North Carolina who may wish to use the said facilities as individuals or groups subject to regulations set by the Board of Directors; and for such other groups as are herein-after set forth.

(b) To make available, subject to the regulations of the Board of Directors, the above named facilities for meeting of groups as follows: The North Carolina Teachers Association and any of its subdivisions (district associations, committees, departments, sections, city and county units); Educational or church groups sponsored by one or more of the colleges for Negroes in North Carolina; Youth groups as follows: New Farmers of America, 4-H Clubs, Boy and Girl Scouts, YMCA and YWCA Clubs; State Congress of Negro Parents and Teachers, State Medical Association, State Inter-denominational Alliance, State Nurses' Association, State Bar Association; Staff Per-

sonnel of the United States Agricultural Extension Service (Farm and Home Agents); and such other organizations of equivalent humanitarian purpose to those named above whose applications of request may be approved by a quorum of the Board of Directors of the Hammocks Beach Corporation within the limits of the purpose of the Project.

(c) The objects and purposes of the Corporation shall be subject to the donor's wishes as stated herewith:

## POLICY

The Hammocks Beach Project was never and is not now intended to become a playground for the general public. The whole idea was inspired by the devoted service and benevolent spirit of Gertrude Hurst, a former rural teacher, who might have had the control of the property for herself and her family, but, instead, chose to suggest that it be used to provide vacation and assembly facilities for the many class room teachers of North Carolina whose limited income would not finance vacations at costly resorts.

The project is primarily for Negro teachers, and its availability for their use at all times is to be safeguarded with utmost care. This limitation is not to be interpreted as undue discrimination against any other group, but simply as reasonable adherence to the major purpose of the project, a vacation and assembly facility for the Negro teachers of North Carolina.

The availability of the facilities for meetings or organized groups of comparable status as approved by the Board of Trustees is to be regulated always in the light of the primary purpose of the Project.

4. And in order to properly prosecute the objects and purposes herein set forth; the corporation shall be controlled by a Board of Directors which shall consist of

twenty-four persons, to be selected as follows:

The Superintendent of Public Instruction of the State of North Carolina;

The Director of the Division of Negro Education of the State Department of Public Instruction of the State of North Carolina.

The Presidents of the eleven Negro Colleges in North Carolina which grant degrees and are accredited by the State Department of Public Instruction of North Carolina at the time of this incorporation, to-wit: Agriculture and Technical College, Greensboro, North Carolina; Barber-Scotia College, Concord, North Carolina; Bennett College, Greensboro, North Carolina; Fayetteville State Teachers College, Fayetteville, North Carolina; Johnson C. Smith University, Charlotte, North Carolina; Livingstone College, Salisbury, North Carolina; Saint Augustine's College, Raleigh, North Carolina; Shaw University, Raleigh, North Carolina; Elizabeth City State Teachers College, Elizabeth City, North Carolina; Winston-Salem Teachers College, Winston-Salem, North Carolina; North Carolina College, Durham, North Carolina.

The President of the North Carolina Teachers Association;

The Secretary of the North Carolina Teachers Association;

The Presidents of the four districts of the North Carolina Teachers Association;

The State Supervisor of Negro elementary schools in the State of North Carolina;

Two Negro women who are class room teachers in public schools located in the State of North Carolina;

Two other Negro citizens having residence in the State of North Carolina.

The Superintendent of Public Instruction, the Director of the Division of Negro Education, the Supervisor of Negro Elementary Schools, the Presidents of the Ne-

gro Colleges in North Carolina, the President and the Secretary of the North Carolina Teachers Association, and the President of each of the four divisions of the North Carolina Teachers Association referred to herein shall hold office as members of the Board of Directors of the Hammocks Beach Corporation only so long as they occupy said positions and upon death, resignation or other circumstances causing them to vacate their office, their places shall be filled immediately by the persons succeeding them.

The selection and term of office of the two women who are classroom teachers and the other two Negro citizens of North Carolina shall be made and fixed by the Board of Directors which shall have the power to elect their successors in office.

(a) The Corporation shall have full power and authority to purchase, lease, and otherwise acquire, hold mortgage, convey and otherwise dispose of all kinds of property, both real and personal, both in this State and all other States, territories and dependencies of the United States, except that it is agreed between Dr. William Sharpe and the incorporators herein that the properties known as the "Hammocks" or interest therein, which may be conveyed to the Directors of the Corporation by Dr. William Sharpe shall not be used for any purpose except those specified herein in the conveyance therein by said Dr. William Sharpe to this corporation.

(b) The Corporation shall further have full power and authority to construct, equip and maintain buildings, or to permit approved organizations and or institutions to construct, equip and maintain buildings, to install, maintain and operate all kinds of mechanical appliances, to operate the same by steam, water, electricity, and generally to perform all acts which may be deemed necessary to expedient for the proper and successful prosecution of the objects and purposes for which the Corporation is created.

5. The Corporation shall have no capital stock, and is a non-profit corporation.

6. Membership in the Hammocks

Beach Corporation shall be open to all organized groups of persons who meet the requirements which may be imposed for use of the premises of said Corporation by its Board of Directors.

7. The name and postoffice addresses of the incorporators are as follows: Dr. Clyde A. Erwin, Raleigh, North Carolina; Dr. N. C. Newbold, Raleigh, North Carolina; Ferdinand D. Bluford, President, Agricultural and Technical College, Greensboro, North Carolina; I. S. Cozart, President, Barber-Scotia College, Concord, North Carolina; Dr. David D. Jones, President, Bennett College, Greensboro, North Carolina; Dr. J. W. Seabrook, President, Fayetteville State Teachers College, Fayetteville, North Carolina; H. Liston, President, Johnson C. Smith University, Charlotte, North Carolina; W. J. Trent, President, Livingstone College, Salisbury, North Carolina; Alphonso Elder, President, North Carolina College, Durham, North Carolina; Dr. H. L. Trigg, President, Saint Augustine's College, Raleigh, North Carolina; S. D. Williams, President, Elizabeth City, North Carolina; F. L. Atkins, President, Winston-Salem Teachers College, Winston-Salem, North Carolina; Hugh V. Brown, Goldsboro, North Carolina; W. L. Greene, Raleigh, North Carolina; Mrs. Anne P. Toliver, Asheville, North Carolina; T. A. Parker, Durham, North Carolina; W. R. Collins, Smithfield, North Carolina; Mrs. Ethel W. Greene, Raleigh, North Carolina; Mrs. Belle Digs McCorkle, Winston-Salem, North Carolina; W. A. Foster, Goldsboro, North Carolina; Dr. Max C. King, Franklinton, North Carolina; J. H. Wheeler, Durham, North Carolina.

8. The period of existence of this corporation is unlimited.

9. The Board of Trustees of this corporation shall have the power by vote of a majority of all of the Directors to make, alter, amend, and rescind the by-laws of this corporation.

IN TESTIMONY WHEREOF we have hereunto set our hands and seals this.....day of....., 194....

NORTH CAROLINA  
WAKE COUNTY

I, C. R. Frazer, a Notary Public in and for the above named State

and County, do hereby certify that this day personally appeared before me Clyde A. Erwin, N. C. Newbold, Ferdinand D. Bluford, L. S. Cozart, David D. Jones, J. W. Seabrook, H. Liston, W. J. Trent, Alphonso Elder, H. L. Trigg, Robert P. Daniel, S. D. Williams, F. L. Atkins, Hugh V. Brown, W. L. Greene, Mrs. Belle D. McCorkle, W. A. Foster, Mrs. Anne P. Toliver, T. A. Parker, W. R. Collins, Mrs. Ethel W. Greene, Max C. King, Miss Minnie Ruth Lawrence and J. H. Wheeler who acknowledged the due execution of the foregoing instrument for the purpose therein expressed.

Witness my hand and Notarial Seal, this 27 day of September, 1948.

CHAS. R. FRAZER,  
Notary Public.

My Commission expires:

## LENOIR COUNTY TEACHERS ORGANIZE

The Lenoir County teachers were organized at their first county-wide meeting of the 1948-'49 school term with Prof. H. V. Brown presiding. The officers are as follows:

President—Mr. E. B. Frink.

Vice-President—Mr. R. L. Flanagan.

Secretary—Miss Leora Hill.

Assistant Sec'y.—Mrs. Alexena Wooten.

Treasurer—Mrs. Annie Baker.

## COMMITTEES

### Promotional

Mrs. Janie B. Spellman, Chairman; Mrs. Beatrice Q. Holly, Mrs. Annie G. Moore.

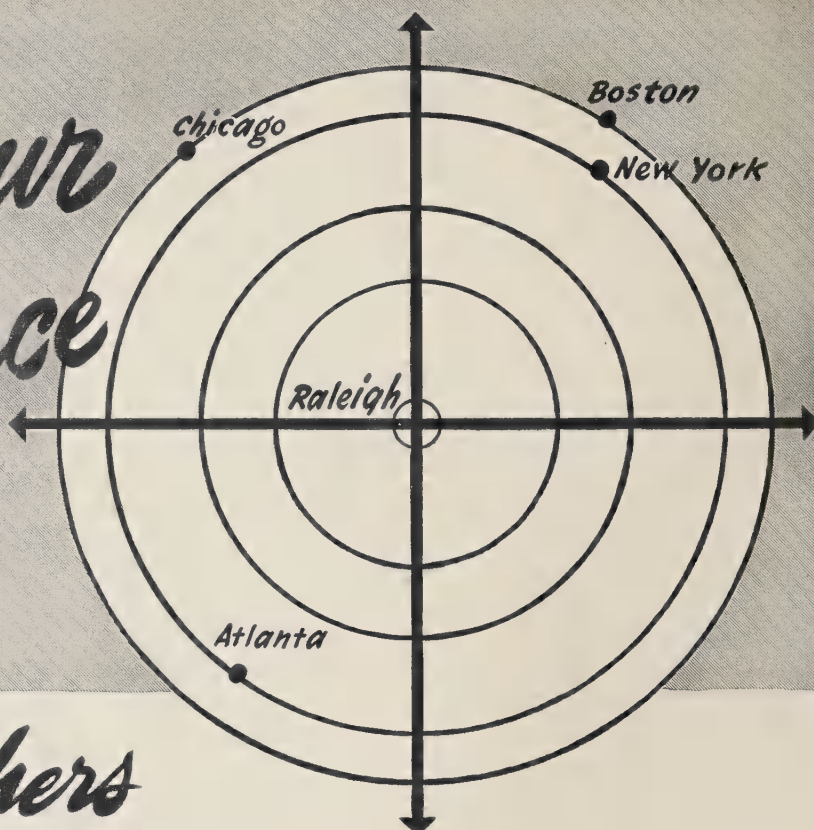
### Research

Mr. Wilfred L. Bynum, Chairman; Mrs. Penina Sutton, Mrs. Essie L. Wade, Miss Hilda Gregory, Miss Meta L. Mewborn.

### Legislative

Miss Jessie M. Beasley, Chairman; Rev. L. E. Rasbury, Mrs. Elsie Moore, Mrs. Christine G. Hall, Mrs. Ruth B. Bryant.

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